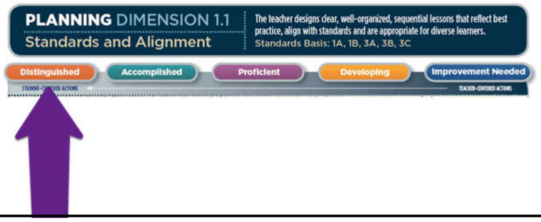
TTESS extravaganza!

with your MC Lisa Van Gemert

giftedguru.com/ttess

Goal:

Move teachers all the way to the left!



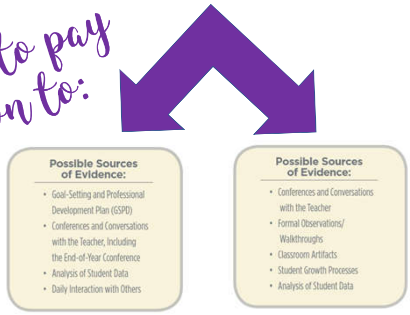
PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed

STUDENT-CENTERED ACTIONS ← TEACHER-CENTERED ACTIONS

Make sure to pay attention to:



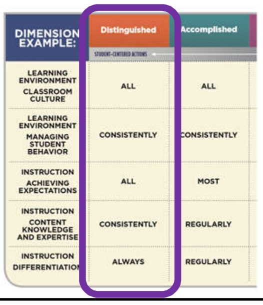
Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Cconference
- Analysis of Student Data
- Daily Interaction with Others

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

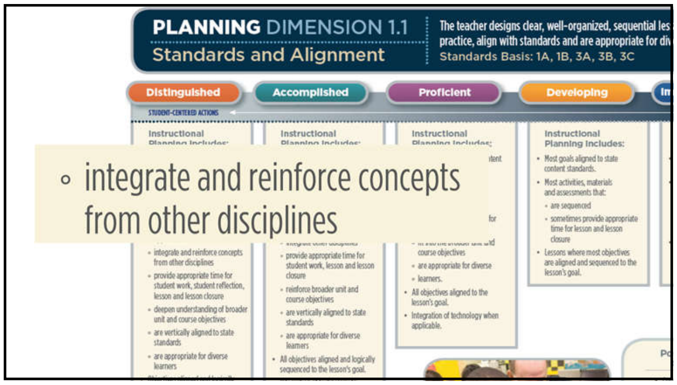
You have to do this part yourself:



DIMENSION EXAMPLE:	Distinguished STUDENT-CENTERED ACTIONS	Accomplished
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY

㉚ Ideas in (90) Minutes

IDEA # 1



PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential les
practice, align with standards and are appropriate for div
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing
Instructional Planning Includes: • integrate and reinforce concepts from other disciplines • provide appropriate time for student work, student reflection, lesson and lesson closure • deepen understanding of broader unit and course objectives • are vertically aligned to state standards • are appropriate for diverse learners	Instructional Planning Includes: • provide appropriate time for student work, lesson and lesson closure • reinforce broader unit and course objectives • are vertically aligned to state standards • are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal.	Instructional Planning Includes: course objectives • are appropriate for diverse • learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	Instructional Planning Includes: • Most goals aligned to state content standards. • Most activities, materials and assessments that: • are sequenced • sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.

STUDENT-CENTERED ACTIONS

- integrate and reinforce concepts from other disciplines

Enter…

Across Disciplines

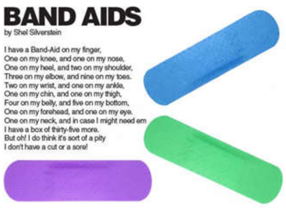
Across Disciplines

FRENCH: Translate Gautier's *Study in Hands* into English & record it in French. Upload your recording to Flipgrid.

ELA: Compare and contrast your choice of an Emily Dickinson poem with Gautier's *Study in Hands*. Publish your analysis on Flipsnack, using an appropriate image for each poem.

Across Disciplines

3rd Grade Math, Science, & ELA:

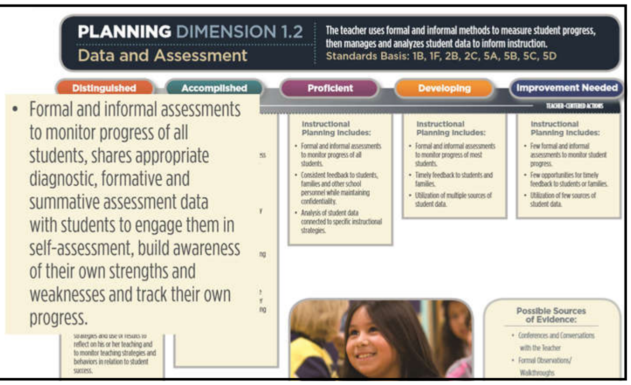


BAND AIDS
by Shel Silverstein

I have a Band-Aid on my finger,
One on my knee, and one on my nose,
One on my heel, and two on my shoulder,
Three on my elbow, and nine on my toes.
Two on my wrist, and one on my ankle,
One on my chin, and one on my thigh,
Four on my belly, and five on my bottom,
One on my forehead, and one on my eye.
One on my neck, and in case I might need em
I have a box of thirty-five more.
But oh! I do think it's sort of a pity
I don't have a cut or a sore!

- Place bandages on human body diagram.
- How many total?
- What fraction was each color?

IDEA # 2



PLANNING DIMENSION 1.2
Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished
Accomplished
Proficient
Developing
Improvement Needed
TEACHER-CENTERED ACTIONS

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.

reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

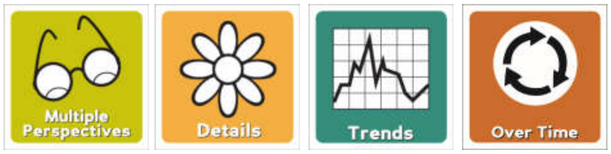
Instructional Planning Includes:
- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Instructional Planning Includes:
- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

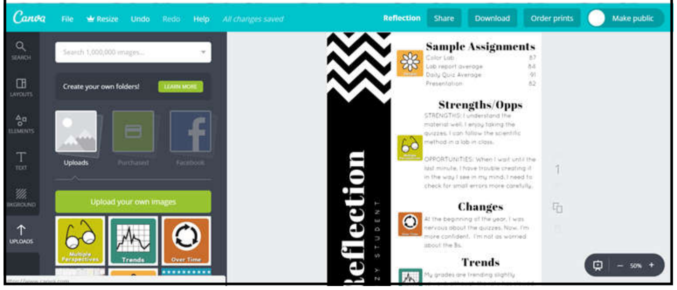
Instructional Planning Includes:
- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs

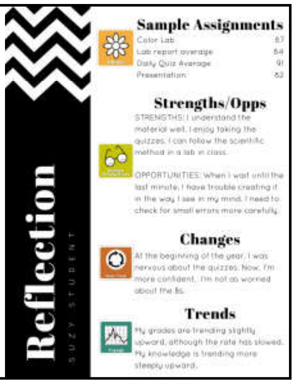
Enter…


Multiple Perspectives
Details
Trends
Over Time

Canva.com


Canva
File
Resize
Undo
Redo
Help
All changes saved
Reflection
Share
Download
Order prints
Make public
SEARCH
LAYOUTS
ELEMENTS
TEXT
BKGROUND
UPLOADS
Search 1,000,000 images...
Create your own folders!
LEARN MORE
Uploads
Purchased
Facebook
Upload your own images
Multiple Perspectives
Trends
Over Time
50%
Reflection
SUZY STUDENT
Sample Assignments
Strengths/Opps
Changes
Trends

Student creates own reflection of work…



Reflection
SUZY STUDENT

Sample Assignments

Color Lab	87
Lab report average	84
Daily Quiz Average	91
Presentation	82

Strengths/Opps

STRENGTHS: I understand the material well. I enjoy taking the quizzes. I can follow the scientific method in a lab in class.

OPPORTUNITIES: When I wait until the last minute, I have trouble creating it in the way I see in my mind. I need to check for small errors more carefully.

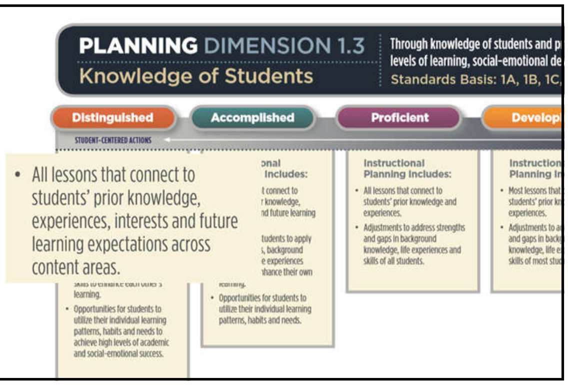
Changes

At the beginning of the year, I was nervous about the quizzes. Now, I'm more confident. I'm not as worried about the Bs.

Trends

My grades are trending slightly upward, although the rate has slowed. My knowledge is trending more steeply upward.

IDEA # 3



PLANNING DIMENSION 1.3
Knowledge of Students

Through knowledge of students and p
levels of learning, social-emotional de
Standards Basis: 1A, 1B, 1C,

Distinguished
Accomplished
Proficient
Develop
STUDENT-CENTERED ACTIONS

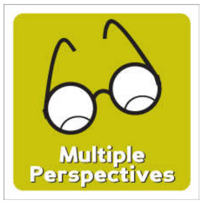
- All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.

learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.

- Opportunities for students to utilize their individual learning patterns, habits and needs.

Instructional Planning Includes:
- All lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.

Enter…



How would your teacher last year have explained this?

Why would you use this in science?

When do you think you'll use this again in your future?

Is this more important to a writer or an reader?

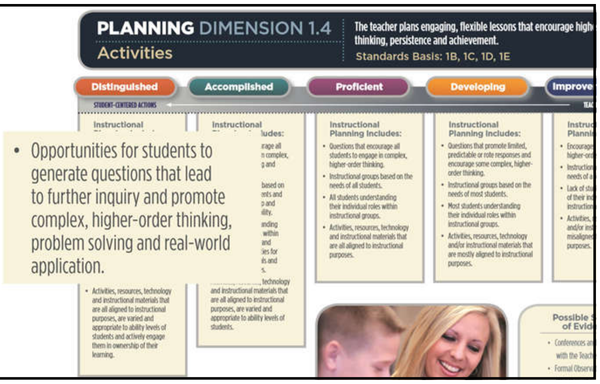
Do you think this will become more or less important to you over time?

Why would a test writer think this was worth creating a test question for?

How different do you think this is from when your parents learned it?

How different do you think you feel about this than your teacher does?

IDEA # 4



PLANNING DIMENSION 1.4
Activities

The teacher plans engaging, flexible lessons that encourage high
thinking, persistence and achievement.
Standards Basis: 1B, 1C, 1D, 1E

Distinguished
Accomplished
Proficient
Developing
Improve
STUDENT-CENTERED ACTIONS

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.

- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.

Instructional Planning Includes:
- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Instructional Planning Includes:
- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

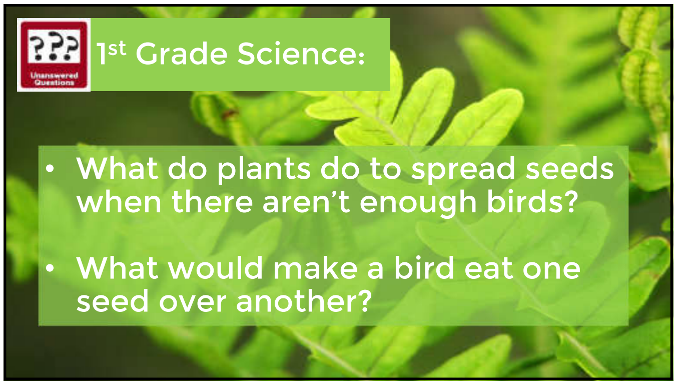
This one is such a *gimme*!

6th Grade World Cultures: **Student Task:** Develop five questions about the growth of urban societies and changes in societies (due to social class divisions, slavery, divisions of labor between men and women) using at least four Depth & Complexity elements.

(add Blooms or DOK or constrict to specific elements for even more direction)

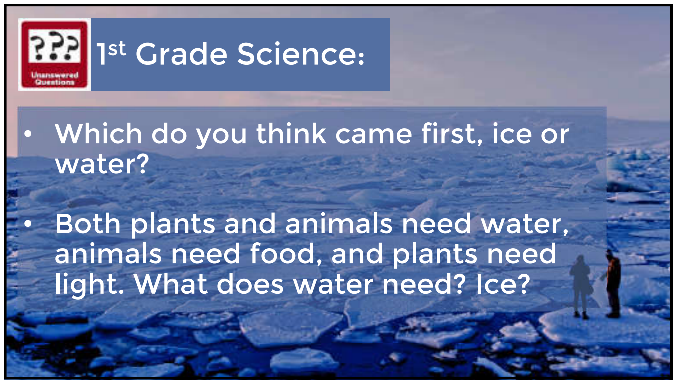
and Enter…

Unanswered Questions



1st Grade Science:

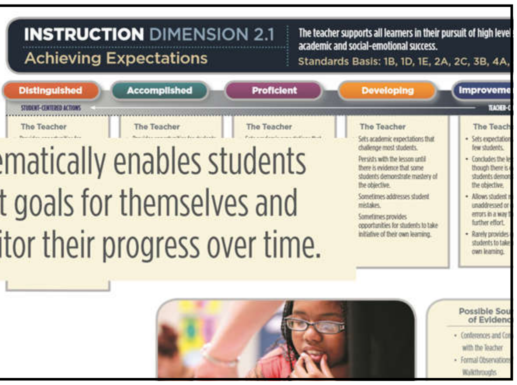
- What do plants do to spread seeds when there aren't enough birds?
- What would make a bird eat one seed over another?



1st Grade Science:

- Which do you think came first, ice or water?
- Both plants and animals need water, animals need food, and plants need light. What does water need? Ice?

IDEA # 5



INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high level
academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A,

Distinguished
Accomplished
Proficient
Developing
Improveme
STUDENT-CENTERED ACTIONS
The Teacher
The Teacher
The Teacher
The Teacher
The Teach

Sets academic expectations that challenge most students.

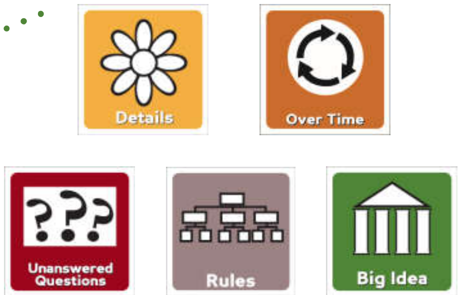
Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.

Sometimes addresses student mistakes.

Sometimes provides opportunities for students to take initiative of their own learning.

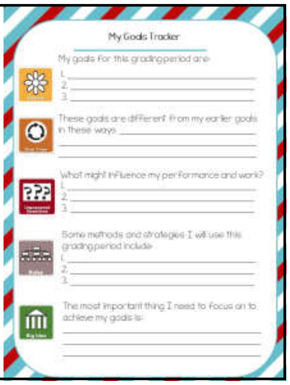
- Systematically enables students to set goals for themselves and monitor their progress over time.

Enter…



Details
Over Time
Unanswered Questions
Rules
Big Idea

Student creates own goals for grading period…



My Goals Tracker

My goals for this grading period are:

1. __________
2. __________
3. __________

These goals are different from my earlier goals in these ways: __________

What might influence my performance and work?

1. __________
2. __________
3. __________

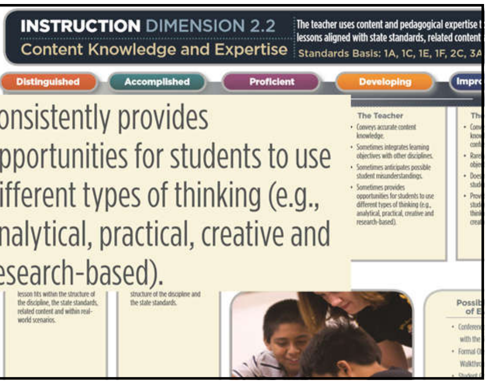
Some methods and strategies I will use this grading period include:

1. __________
2. __________
3. __________

The most important thing I need to focus on to achieve my goals is:

____

IDEA # 6



INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise
lessons aligned with state standards, related content

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A

Distinguished
Accomplished
Proficient
Developing
Impro
The Teacher

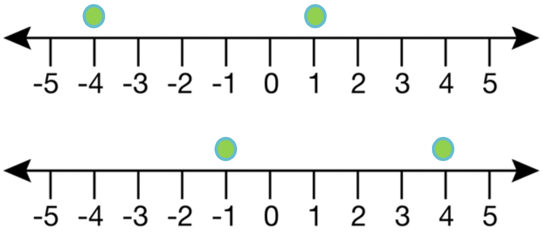
- Conveys accurate content knowledge.
- Sometimes integrates learning objectives with other disciplines.
- Sometimes anticipates possible student misunderstandings.
- Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

- Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

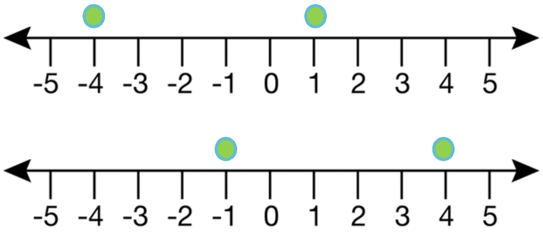
Annnd, it's another *gimme*!

7th Grade Math

Find the distance between the two points on each number line by counting the number of spaces between the two points.



Write a rule that explains how to find the distance between a positive integer and a negative integer.

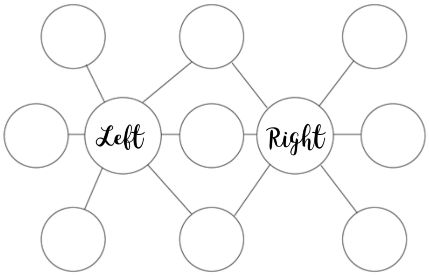


The word “integer” is from the Latin from *in-* "not" + root of *tangere* "to touch.” It means “whole” or “untouched.”

Why is this a good name for this set of numbers?

The section of the number line between two numbers is called an “interval.” What would be another word that would be a good term for this?

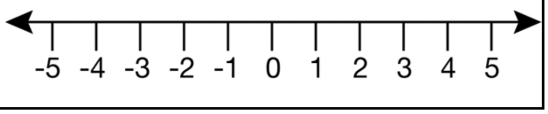
Compare & contrast the numbers to the left and right of zero on the number line.

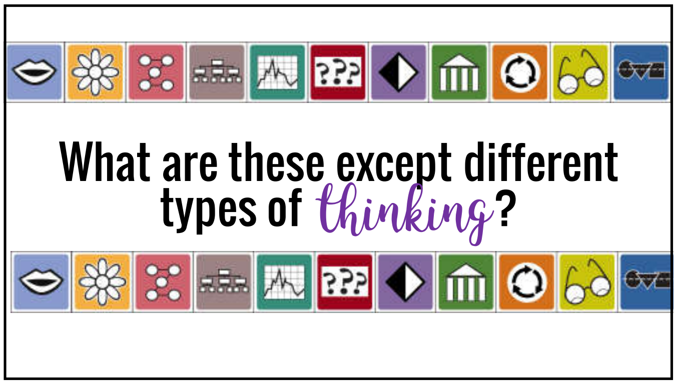


What would happen if a number line were not a straight line?

Create a visual representation of real numbers that is not a straight line.

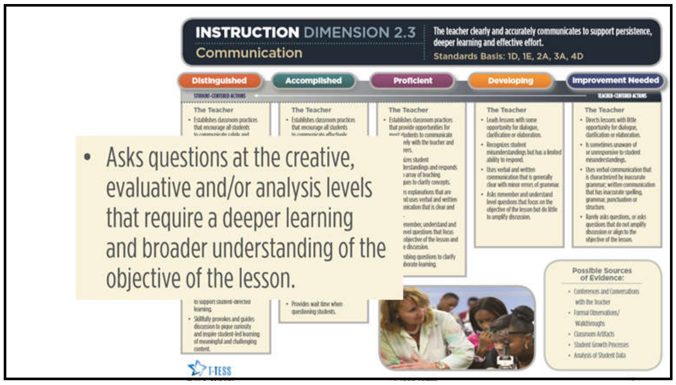
What are the advantages and disadvantages of your representation?





What are these except different types of *thinking*?

IDEA # 7

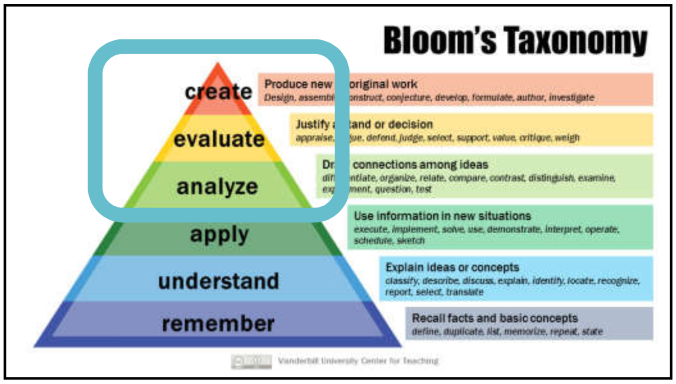


INSTRUCTION DIMENSION 2.3
Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
Standards Basis: 1D, 1E, 2A, 3A, 4D

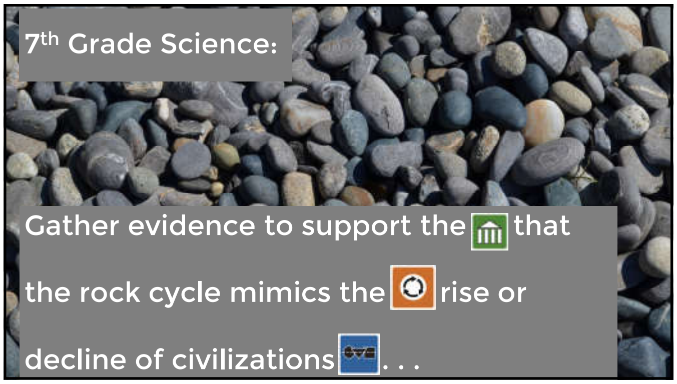
Distinguished
Accomplished
Proficient
Developing
Improvement Needed
STUDENT-CENTERED ACTIONS
TEACHER-CENTERED ACTIONS
The Teacher
Possible Sources of Evidence:
T-TESS

- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.



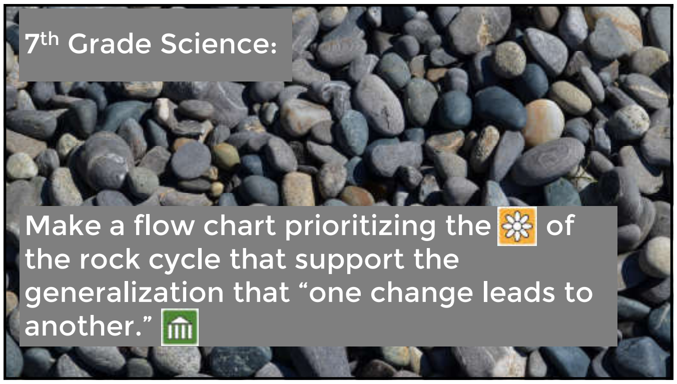
Bloom's Taxonomy

create
evaluate
analyze
apply
understand
remember
Produce new original work
Design, assemb onstruct, conjecture, develop, formulate, author, investigate
Justify and or decision
appraise, ue, defend, judge, select, support, value, critique, weigh
Dr connections among ideas
di ntiate, organize, relate, compare, contrast, distinguish, examine, ex ment, question, test
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state
Vanderbilt University Center for Teaching



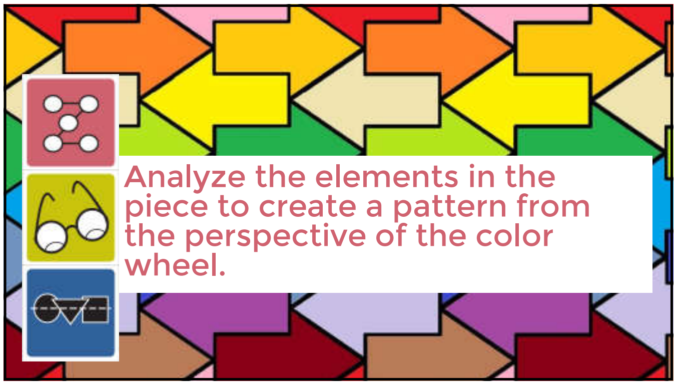
7th Grade Science:

Gather evidence to support the 🏛 that the rock cycle mimics the 🔄 rise or decline of civilizations . . .



7th Grade Science:

Make a flow chart prioritizing the ✿ of the rock cycle that support the generalization that "one change leads to another." 🏛



Analyze the elements in the piece to create a pattern from the perspective of the color wheel.

IDEA # 8

INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished | Accomplished | Proficient | Developing | Improvement Needed

STUDENT-CENTERED ACTIONS — TEACHER-CENTERED ACTIONS

The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.

The Teacher

pts lessons to address some
dent needs.
netimes monitors the quality
tudent participation and
formance.
netimes provides
erentiated instructional
thods and content.
netimes recognizes when
dents become confused
disengaged and minimally
ponds to student learning or
ial/emotional needs.

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

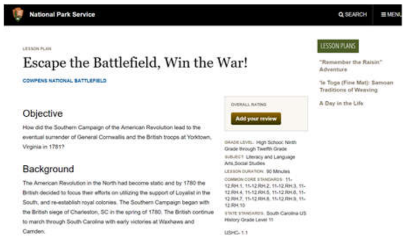
T-TESS

Seriously, this is too *easy*!

8th Grade US History: American Revolution

An escape room for the math lovers

Across Disciplines



National Park Service   SEARCH   MENU

LESSON PLAN

Escape the Battlefield, Win the War!

COWPENS NATIONAL BATTLEFIELD

OVERALL RATING
Add your review

Objective

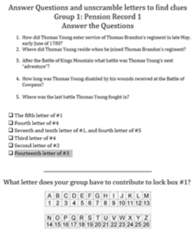
How did the Southern Campaign of the American Revolution lead to the eventual surrender of General Cornwallis and the British troops at Yorktown, Virginia in 1781?

Background

The American Revolution in the North had become static and by 1780 the British decided to focus their efforts on utilizing the support of Loyalist in the South, and re-establish royal colonies. The Southern Campaign began with the British siege of Charleston, SC in the spring of 1780. The British continue to march through South Carolina with early victories at Waxhaws and Camden.

GRADE LEVEL: High School: Ninth Grade through Twelfth Grade
SUBJECT: Literacy and Language Arts,Social Studies
LESSON DURATION: 90 Minutes
COMMON CORE STANDARDS: 11-12.RH.1, 11-12.RH.2, 11-12.RH.3, 11-12.RH.4, 11-12.RH.5, 11-12.RH.6, 11-12.RH.7, 11-12.RH.8, 11-12.RH.9, 11-12.RH.10
STATE STANDARDS: South Carolina US History Grade Level 11
USHC- 1.1

LESSON PLANS
"Remember the Raisin" Adventure
'Ie Toga (Fine Mat): Samoan Traditions of Weaving
A Day in the Life



Answer Questions and unscramble letters to find clues
Group 1: Pension Record 1
Answer the Questions

1. How did Thomas Young enter service of Thomas Brandon's regiment in late May, early June of 1780?
2. Where did Thomas Young reside when he joined Thomas Brandon's regiment?
3. After the Battle of Kings Mountain what battle was Thomas Young's next "adventure"?
4. How long was Thomas Young disabled by his wounds received at the Battle of Cowpens?
5. Where was the last battle Thomas Young fought in?

☐ The fifth letter of #1
☐ Fourth letter of #4
☐ Seventh and tenth letter of #1, and fourth letter of #5
☐ Third letter of #4
☐ Second letter of #2
☐ Fourteenth letter of #3

What letter does your group have to contribute to lock box #1?

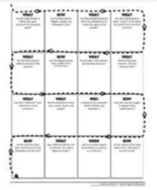
A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

A scavenger hunt for struggling learners

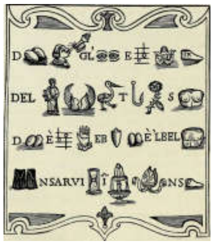
Language of the Discipline

Details

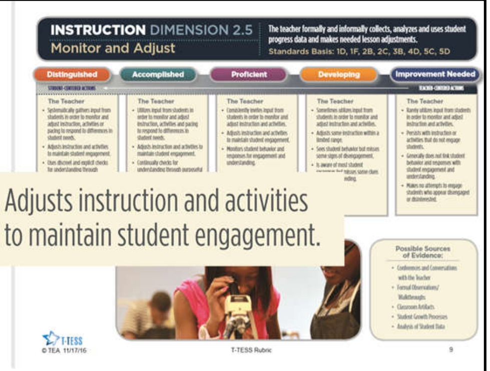


Artsy students create a rebus of the Declaration

Across Disciplines



IDEA # 9



INSTRUCTION DIMENSION 2.5
Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished | Accomplished | Proficient | Developing | Improvement Needed

STUDENT-CENTERED ACTIONS — TEACHER-CENTERED ACTIONS

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The Teacher	The Teacher	The Teacher	The Teacher	The Teacher
• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through	• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful	• Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student	• Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.

- Adjusts instruction and activities to maintain student engagement.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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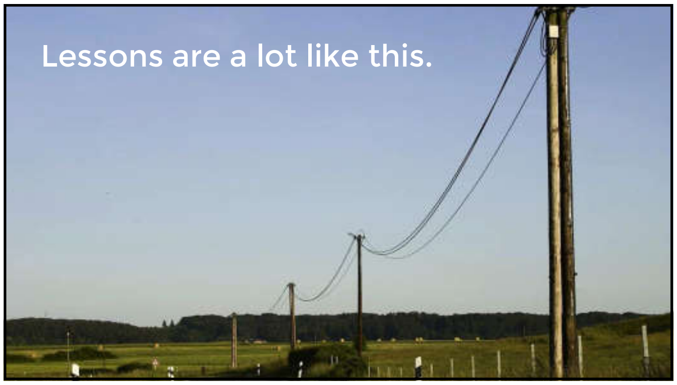
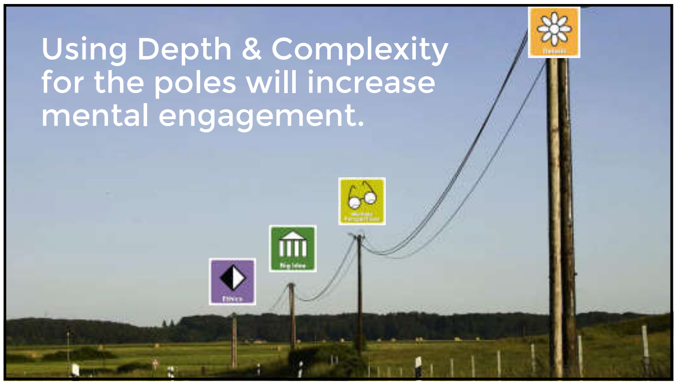
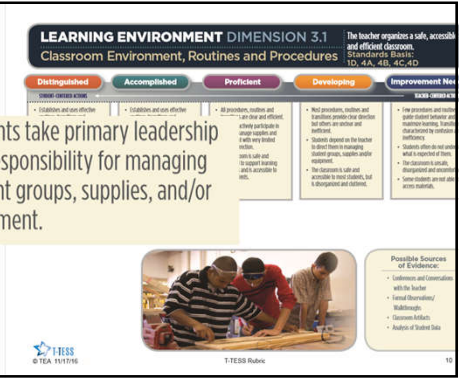


Lessons are a lot like this.



Using Depth & Complexity for the poles will increase mental engagement.

IDEA # 10



LEARNING ENVIRONMENT DIMENSION 3.1
Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.
Standards Basis: 1D, 4A, 4B, 4C,4D

Distinguished | Accomplished | Proficient | Developing | Improvement Nee

STUDENT-CENTERED ACTIONS — TEACHER-CENTERED ACTIONS

Distinguished	Accomplished	Proficient	Developing	Improvement Nee
• Establishes and uses effective	• Establishes and uses effective	• All procedures, routines and	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routine

- Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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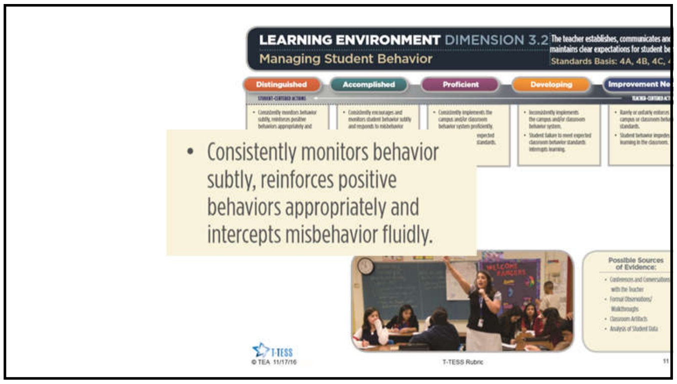
green
whiteboard markers
green scissors
green
highlighters
Color
Coordinate
Patterns
+
Rules
Red
Orange
Yellow
Purple
Brown
Black

Be sure to share the

IDEA # 11



LEARNING ENVIRONMENT DIMENSION 3.2
Managing Student Behavior
The teacher establishes, communicates and maintains clear expectations for student be
Standards Basis: 4A, 4B, 4C,

Distinguished	Accomplished	Proficient	Developing	Improvement Ne
• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and	• Consistently encourages and monitors student behavior subtly and responds to misbehavior	• Consistently implements the campus and/or classroom behavior system proficiently.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom beha standards. • Student behavior impedes learning in the classroom.

- Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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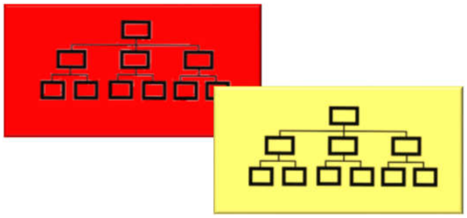
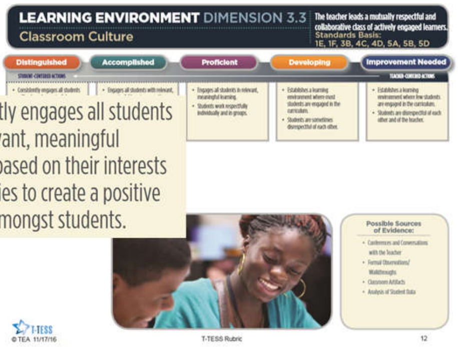


IDEA # 12



LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished
Accomplished
Proficient
Developing
Improvement Needed
STUDENT-CENTERED ACTIONS
TEACHER-CENTERED ACTIONS

- Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.

- Engages all students with relevant, meaningful learning.
- Students work respectfully individually and in groups.

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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This is the *essence* of all learning, is it not?

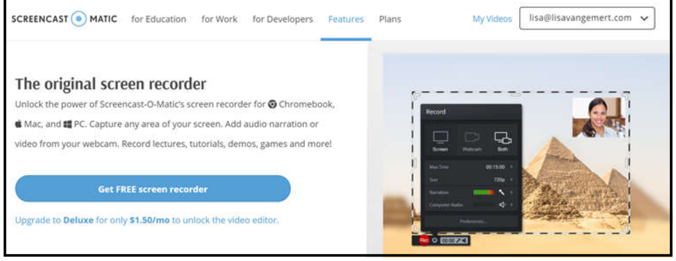
Language of the Discipline

Create a linear array of three terms from the water cycle.

atmosphere → precipitation → infiltration → groundwater storage → ocean

Details

Using Screencast-o-Matic, record a tutorial explaining the top ten facts about the water cycle.



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The original screen recorder

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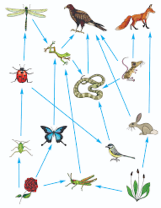
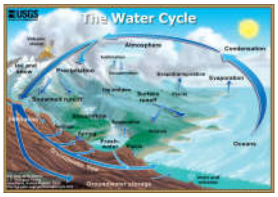
Upgrade to **Deluxe** for only **$1.50/mo** to unlock the video editor.

Big Idea

Compare a Big Idea of the water cycle to a Big Idea of the food web. Present your findings in an infomercial.



VS.

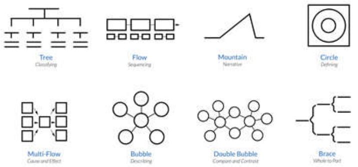


USGS
The Water Cycle
Atmosphere
Condensation
Evaporation
Precipitation
Groundwater storage
Ocean

Using the Thinking Map of your choice, illustrate the water cycle.

Explain why you chose the Thinking Map you did.

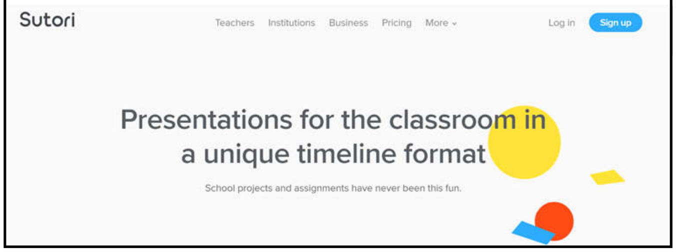
USGS
The Water Cycle
Atmosphere
Condensation
Evaporation
Ocean
Groundwater storage



Tree
Classifying
Flow
Sequencing
Mountain
Narrative
Circle
Defining
Multi-Flow
Cause and Effect
Bubble
Describing
Double Bubble
Compare and Contrast
Brace
Whole to Part

Follow the water cycle over the course of two days in this demonstration.

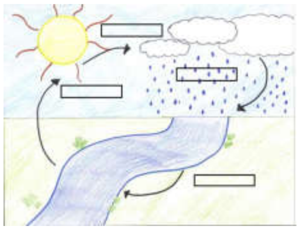
Using Sutori.com, create a timeline showing the changing understanding of the water cycle. Include the views of Bernard Palissy, Leonardo da Vinci, and at least one ancient text.

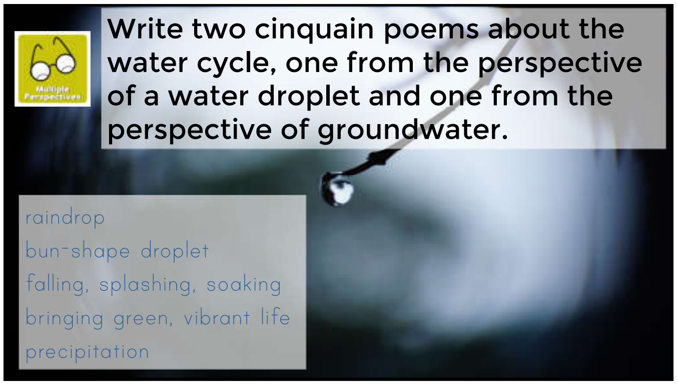


Presentations for the classroom in a unique timeline format

School projects and assignments have never been this fun.

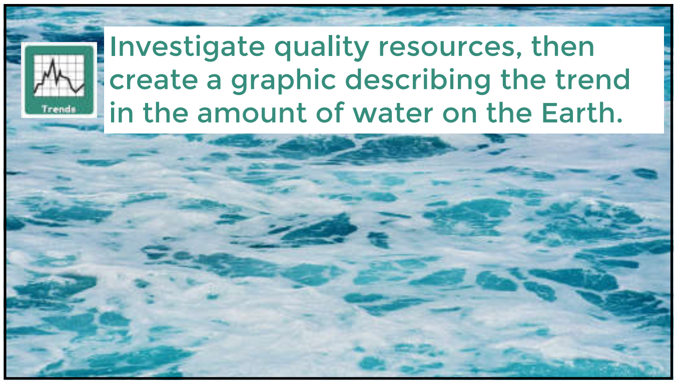
Give them the water cycle out of order and have them correct it.





Write two cinquain poems about the water cycle, one from the perspective of a water droplet and one from the perspective of groundwater.

raindrop
bun-shape droplet
falling, splashing, soaking
bringing green, vibrant life
precipitation

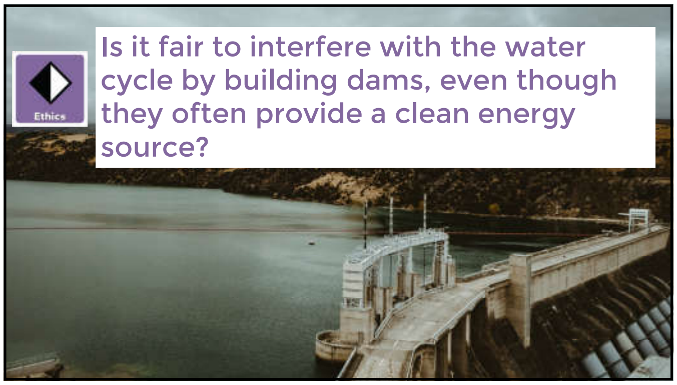


Investigate quality resources, then create a graphic describing the trend in the amount of water on the Earth.

How many kinds of ice are there?

Why do some bodies of water get polluted while others don't?

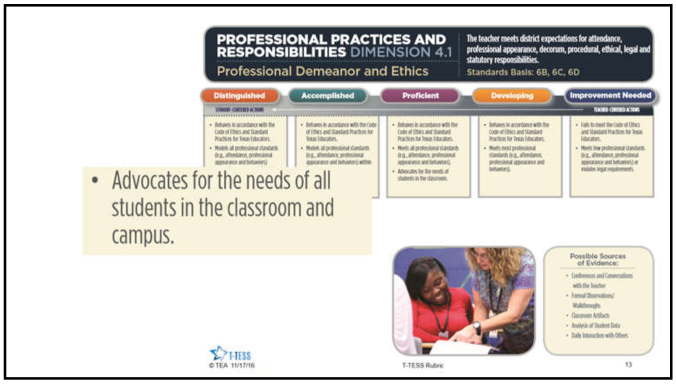
Which is more valuable to animals, a river or a lake?



Ethics

Is it fair to interfere with the water cycle by building dams, even though they often provide a clean energy source?

IDEA # 13



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors)	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) within	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates for the needs of students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

- Advocates for the needs of all students in the classroom and campus.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

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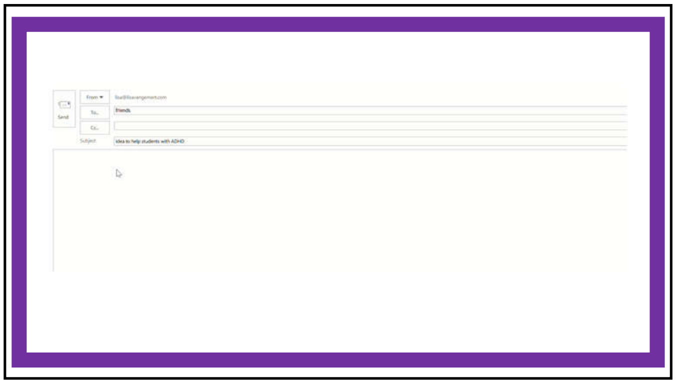
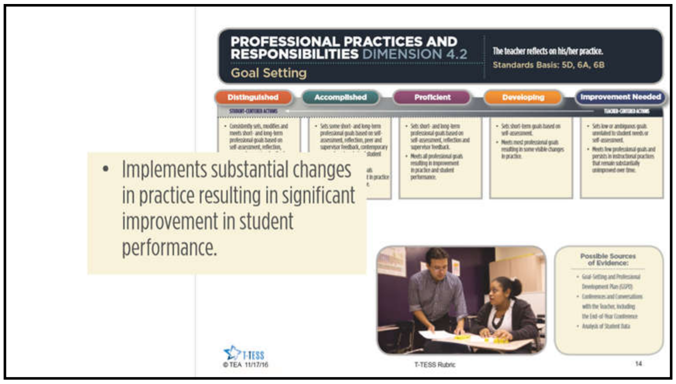


From: lisa@lisavangemert.com
To: friends
Subject: idea to help students with ADHD

IDEA # 14



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
• Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection,	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

- Implements substantial changes in practice resulting in significant improvement in student performance.

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, including the End-of-Year Conference
- Analysis of Student Data

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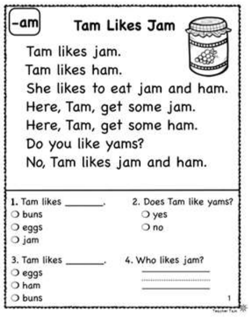
What I used to do



-am

Tam Likes Jam

Tam likes jam.
Tam likes ham.
She likes to eat jam and ham.
Here, Tam, get some jam.
Here, Tam, get some ham.
Do you like yams?
No, Tam likes jam and ham.

1. Tam likes ______.
○ buns
○ eggs
○ jam

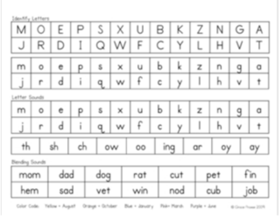
2. Does Tam like yams?
○ yes
○ no

3. Tam likes ______.
○ eggs
○ ham
○ buns

4. Who likes jam?

1

Result



Identify Letters

M	O	E	P	S	X	U	B	K	Z	N	G	A
J	R	D	I	Q	W	F	C	Y	L	H	V	T

m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

Letter Sounds

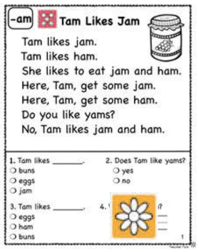
m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

th	sh	ch	ow	oo	ing	ar	oy	ay

Blending Sounds

mom	dad	dog	rat	cut	pet	fin
hem	sad	vet	win	nod	cub	job

What I do now



-am

Tam Likes Jam

Tam likes jam.
Tam likes ham.
She likes to eat jam and ham.
Here, Tam, get some jam.
Here, Tam, get some ham.
Do you like yams?
No, Tam likes jam and ham.

1. Tam likes ______.
○ buns
○ eggs
○ jam

2. Does Tam like yams?
○ yes
○ no

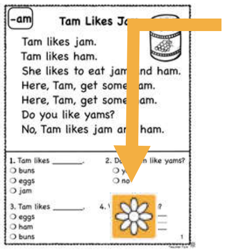
3. Tam likes ______.
○ eggs
○ ham
○ buns

1

"We're learning the –am pattern."

"How does Tam feel about yams?"

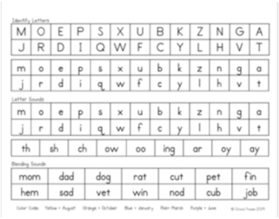
"What kind of jam do you think is Tam's favorite?"



Note: We need this level, but we cannot stay there.

When they can't read or write responses to the high level questions, record your questions & let them record their answers.

Result [track differences]



Identify Letters

M	O	E	P	S	X	U	B	K	Z	N	G	A
J	R	D	I	Q	W	F	C	Y	L	H	V	T

m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

Letter Sounds

m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

th	sh	ch	ow	oo	ing	ar	oy	ay

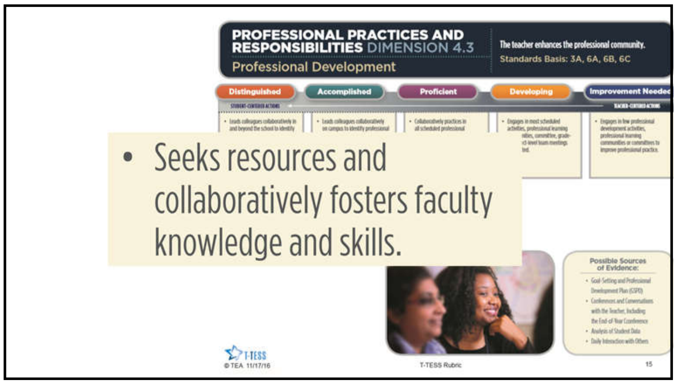
Blending Sounds

mom	dad	dog	rat	cut	pet	fin
hem	sad	vet	win	nod	cub	job

IDEA # 15

Half-way there!

Isn't this just so fun? #teacherhack



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
• Leads colleagues collaboratively in and beyond the school to identify	• Leads colleagues collaboratively on campus to identify professional	• Collaboratively practices in all scheduled professional	• Engages in most scheduled activities, professional learning ...ities, committee, grade-...el-level team meetings ...ted.	• Engages in few professional development activities, professional learning communities or committees to improve professional practice.

- Seeks resources and collaboratively fosters faculty knowledge and skills.

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others

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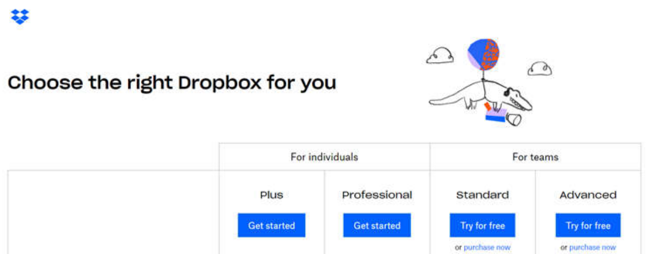
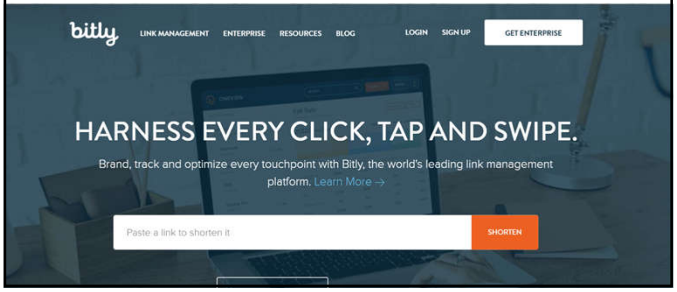
Store your stuff.



Choose the right Dropbox for you

	For individuals		For teams	
	Plus	Professional	Standard	Advanced
	Get started	Get started	Try for free or purchase now	Try for free or purchase now

And then share it.



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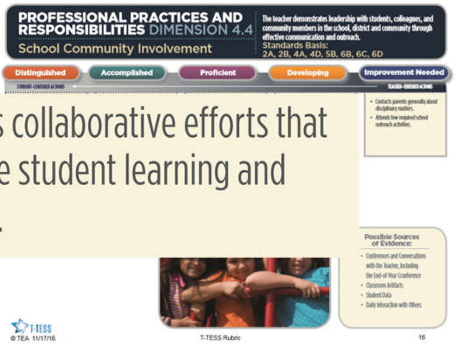
IDEA # 16



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4
School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.
Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished | Accomplished | Proficient | Developing | Improvement Needed

STUDENT-CENTERED ACTIONS — TEACHER-CENTERED ACTIONS

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

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- Initiates collaborative efforts that enhance student learning and growth.

Enter…

Across Disciplines

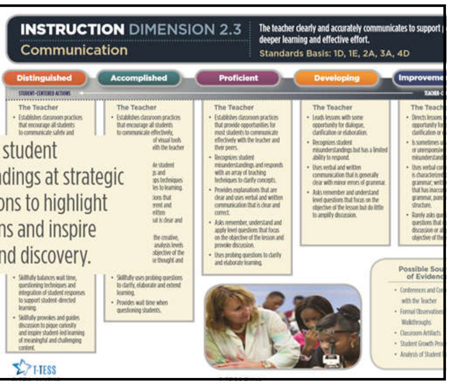
Who would be open to collaboration?

What content is a natural fit?

What content is less obvious fit?

Send an email or have a convo!

IDEA # 17



INSTRUCTION DIMENSION 2.3
Communication

The teacher clearly and accurately communicates to support
deeper learning and effective effort.
Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished
Accomplished
Proficient
Developing
Improveme
STUDENT-CENTERED ACTIONS
TEACHER-C

Distinguished

The Teacher

- Establishes classroom practices that encourage all students to communicate safely and
- Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.
- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.

Accomplished

The Teacher

- Establishes classroom practices that encourage all students to communicate effectively,
- Skillfully uses probing questions to clarify, elaborate and extend learning.
- Provides wait time when questioning students.

Proficient

The Teacher

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

Developing

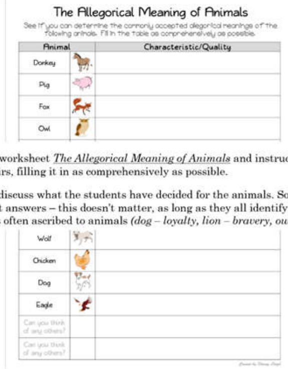
The Teacher

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

Possible Sou
of Evidenc

- Conferences and Co
with the Teacher
- Formal Observation
Walkthroughs
- Classroom Artifacts
- Student Growth Pro
- Analysis of Student

- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.



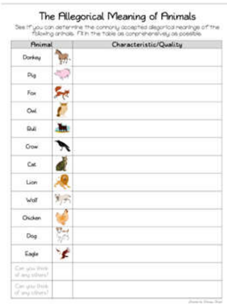
The Allegorical Meaning of Animals

See if you can determine the commonly accepted allegorical meanings of the following animals. Fill in the table as comprehensively as possible.

Animal		Characteristic/Quality
Donkey		
Pig		
Fox		
Owl		
Wolf		
Chicken		
Dog		
Eagle		
Can you think of any others?		
Can you think of any others?		

HAND OUT the worksheet *The Allegorical Meaning of Animals* and instruct students to work through it in pairs, filling it in as comprehensively as possible.

FEEDBACK and discuss what the students have decided for the animals. Some might have slightly different answers – this doesn't matter, as long as they all identify that there are human qualities often ascribed to animals *(dog – loyalty, lion – bravery, owl – wisdom etc.).*



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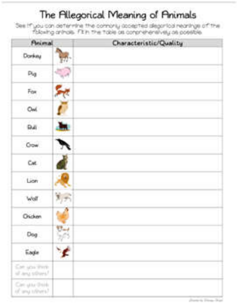
Animal		Characteristic/Quality
Donkey		
Pig		
Fox		
Owl		
Bull		
Crow		
Cat		
Lion		
Wolf		
Chicken		
Dog		
Eagle		
Can you think of any others?		
Can you think of any others?		

Sort the animals into three categories based on what you think they mean.

Patterns



The Allegorical Meaning of Animals

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Animal		Characteristic/Quality
Donkey		
Pig		
Fox		
Owl		
Bull		
Crow		
Cat		
Lion		
Wolf		
Chicken		
Dog		
Eagle		
Can you think of any others?		
Can you think of any others?		

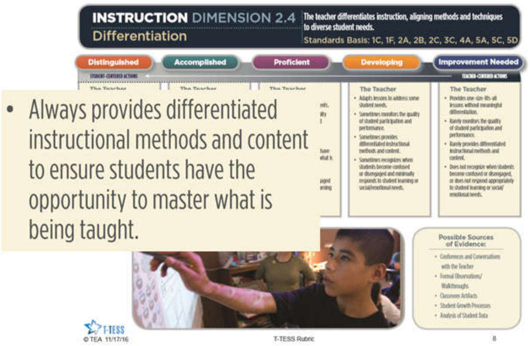
Is it fair to say that the donkey means…?

Ethics

What would have to happen or change to make the wolf more dog-like?

Unanswered Questions

IDEA # 18



INSTRUCTION DIMENSION 2.4

Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished
Accomplished
Proficient
Developing
Improvement Needed
STUDENT-CENTERED ACTIONS
TEACHER-CENTERED ACTIONS

- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

Developing

The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

Improvement Needed

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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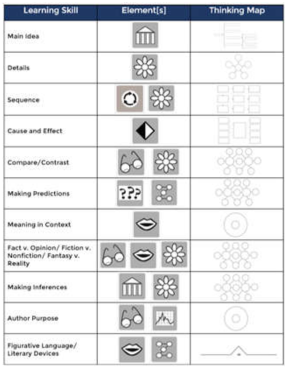
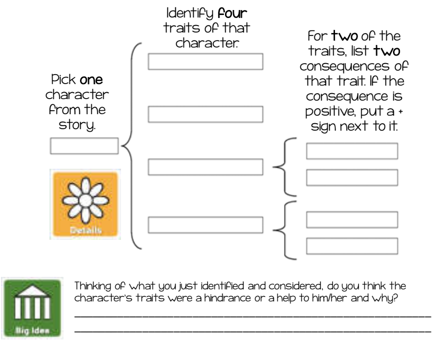
Combine with quality graphic organizers for scaffolding of thinking.



Learning Skill	Element[s]	Thinking Map
Main Idea		
Details		
Sequence		
Cause and Effect		
Compare/Contrast		
Making Predictions	???	
Meaning in Context		
Fact v. Opinion/ Fiction v. Nonfiction/ Fantasy v. Reality		
Making Inferences		
Author Purpose		
Figurative Language/ Literary Devices		



Pick **one** character from the story.

Identify **four** traits of that character.

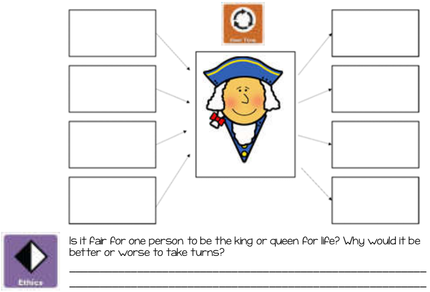
For **two** of the traits, list **two** consequences of that trait. If the consequence is positive, put a + sign next to it.

Thinking of what you just identified and considered, do you think the character's traits were a hindrance or a help to him/her and why?

____

____

Think of four reasons George Washington should have been a king instead of the president. Then, on the other side of the Thinking Map, think of four future consequences that would have happened if he had become a king.

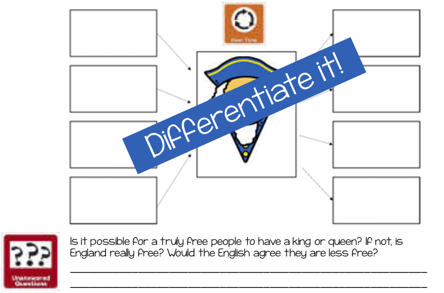


Is it fair for one person to be the king or queen for life? Why would it be better or worse to take turns?

____

____

Think of four reasons George Washington should have been a king instead of the president. Then, on the other side of the Thinking Map, think of four future consequences that would have happened if he had become a king.

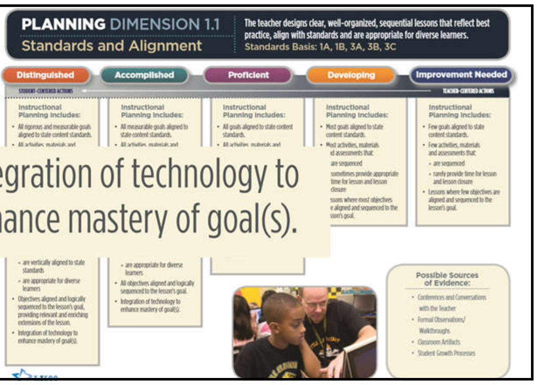


Is it possible for a truly free people to have a king or queen? If not, is England really free? Would the English agree they are less free?

____

____

IDEA # 19



PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished
Accomplished
Proficient
Developing
Improvement Needed
STUDENT-CENTERED ACTIONS
TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:
- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
- Integration of technology to enhance mastery of goal(s).

Accomplished

Instructional Planning Includes:
- All measurable goals aligned to state content standards.
- All activities, materials and
  - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Proficient

Instructional Planning Includes:
- All goals aligned to state content standards.
- All activities, materials and

Developing

Instructional Planning Includes:
- Most goals aligned to state content standards.
- Most activities, materials d assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
- ssons where most objectives e aligned and sequenced to the sson's goal.

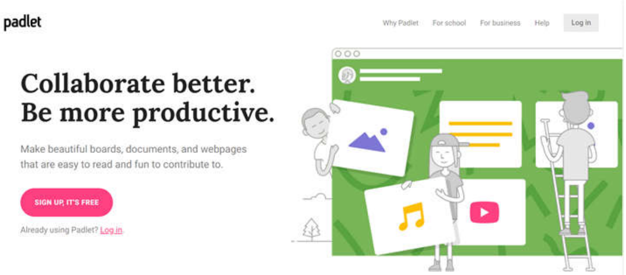
Improvement Needed

Instructional Planning Includes:
- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

- Integration of technology to enhance mastery of goal(s).

Combine with tech!



Collaborate better.
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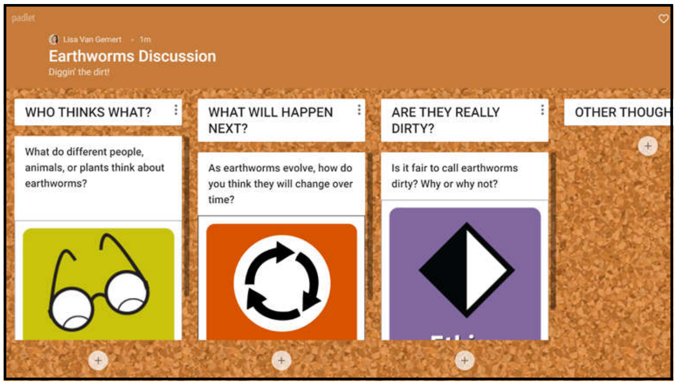


Earthworms Discussion
Diggin' the dirt!

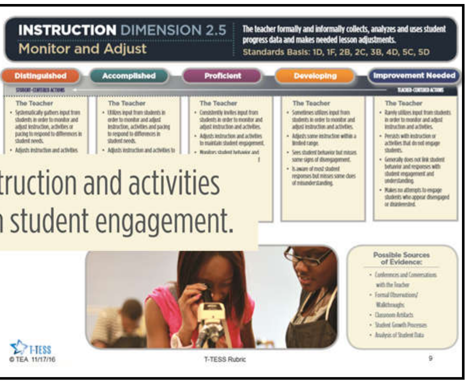
WHO THINKS WHAT?
What do different people, animals, or plants think about earthworms?

WHAT WILL HAPPEN NEXT?
As earthworms evolve, how do you think they will change over time?

ARE THEY REALLY DIRTY?
Is it fair to call earthworms dirty? Why or why not?

OTHER THOUGH

IDEA # 20



INSTRUCTION DIMENSION 2.5
Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished
Accomplished
Proficient
Developing
Improvement Needed
STUDENT-CENTERED ACTIONS
TEACHER-CENTERED ACTIONS

Distinguished

The Teacher
- Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.
- Adjusts instruction and activities

Accomplished

The Teacher
- Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.
- Adjusts instruction and activities to

Proficient

The Teacher
- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Adjusts instruction and activities to maintain student engagement.
- Monitors student behavior and

Developing

The Teacher
- Sometimes utilizes input from students in order to monitor and adjust instruction and activities.
- Adjusts some instruction within a limited range.
- Sees student behavior but misses some signs of disengagement.
- Is aware of most student responses but misses some clues of misunderstanding.

Improvement Needed

The Teacher
- Rarely utilizes input from students in order to monitor and adjust instruction and activities.
- Persists with instruction or activities that do not engage students.
- Generally does not link student behavior and responses with student engagement and understanding.
- Makes no attempts to engage students who appear disengaged or disinterested.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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T-TESS Rubric
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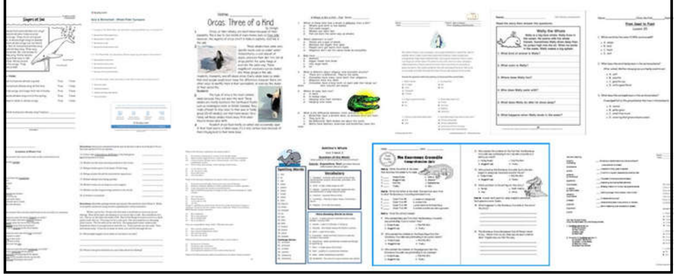
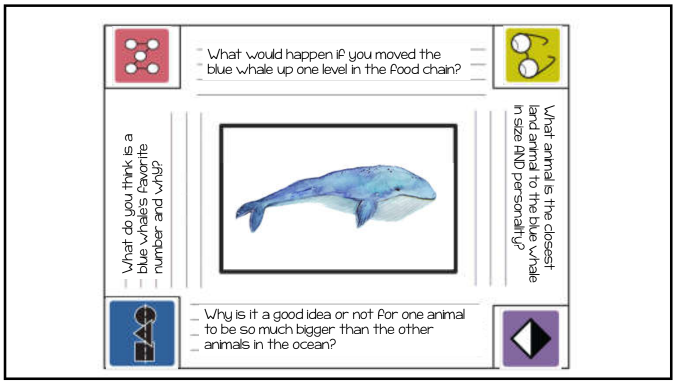
- Adjusts instruction and activities to maintain student engagement.

Instead of this, how about…





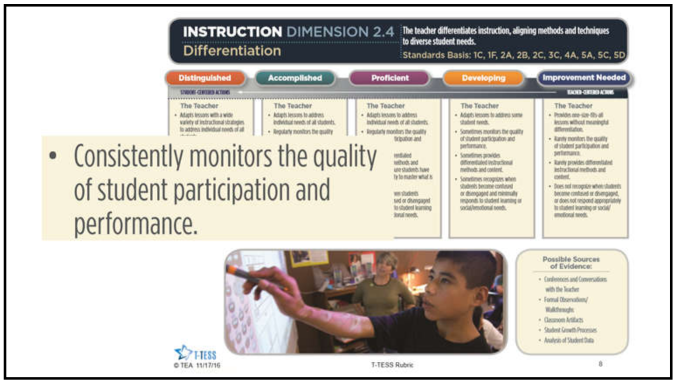
What would happen if you moved the blue whale up one level in the food chain?

What do you think is a blue whale's favorite number and why?

What animal is the closest land animal to the blue whale in size AND personality?

Why is it a good idea or not for one animal to be so much bigger than the other animals in the ocean?

IDEA # 21



INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished · Accomplished · Proficient · Developing · Improvement Needed

STUDENT-CENTERED ACTIONS — TEACHER-CENTERED ACTIONS

Distinguished — The Teacher
- Adapts lessons with a wide variety of instructional strategies to address individual needs of all

Accomplished — The Teacher
- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality

Proficient — The Teacher
- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality

ticipation and

rentiated
methods and
ure students have
ty to master what is

wn students
sed or disengaged
to student learning
tional needs.

Developing — The Teacher
- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

Improvement Needed — The Teacher
- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

- Consistently monitors the quality of student participation and performance.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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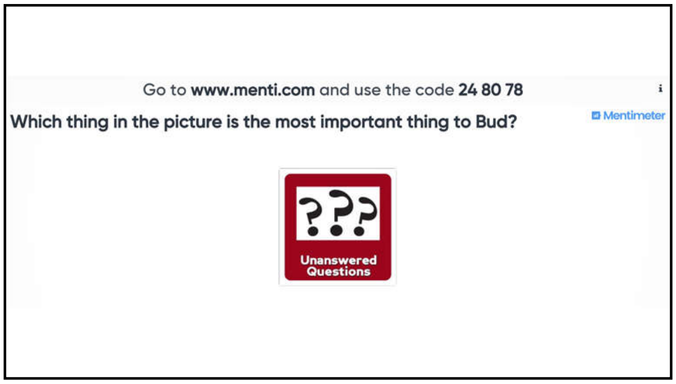
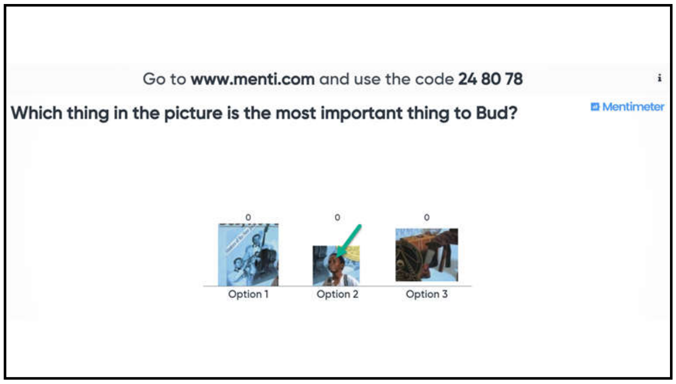


Go to **www.menti.com** and use the code **24 80 78**

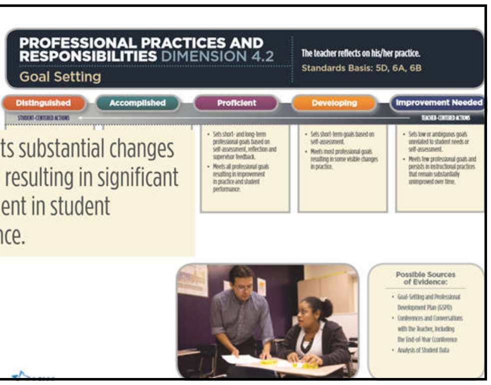
Which thing in the picture is the most important thing to Bud?



Go to **www.menti.com** and use the code **24 80 78**

Which thing in the picture is the most important thing to Bud?

IDEA # 22



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
		• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Implements substantial changes in practice resulting in significant improvement in student performance.

Possible Sources of Evidence:
- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, including the End-of-Year Conference
- Analysis of Student Data

The *problem*(s):

- Absent students often didn't complete the make-up work.
- Students said they didn't do the make-up work because they "didn't understand it."

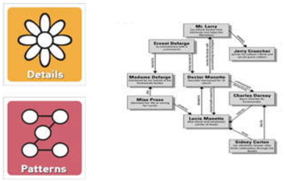
The *solution*!

Use it with screencasting for when kids are absent…it clues in on thinking, not just doing!

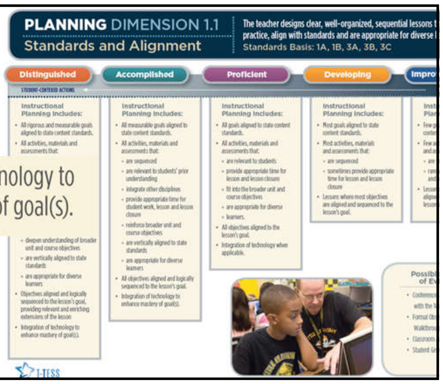
Snagit

Screen Capture & Screen Recording Made Easy

BUY NOW
Compatible with Windows and Mac
Newly Released Snagit 2018
Capture


Details
Patterns
Mr. Lorry
Ernest Defarge
Jerry Cruncher
Madame Defarge
Doctor Manette
Charles Darnay
Miss Pross
Lucie Manette
Sidney Carton

IDEA # 23



PLANNING DIMENSION 1.1
Standards and Alignment

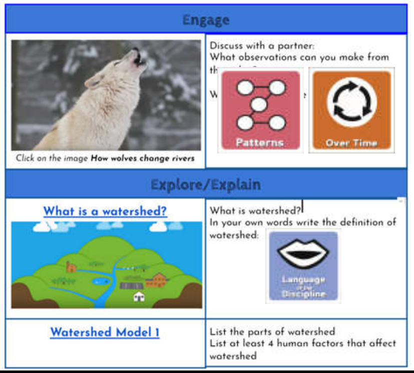
The teacher designs clear, well-organized, sequential lessons t… practice, align with standards and are appropriate for diverse l…
Standards Basis: 1A, 1B, 3A, 3B, 3C

STUDENT-CENTERED ACTIONS

Distinguished	Accomplished	Proficient	Developing
Instructional Planning includes: • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: - deepen understanding of broader unit and course objectives - are vertically aligned to state standards - are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s).	Instructional Planning includes: • All measurable goals aligned to state content standards. • All activities, materials and assessments that: - are sequenced - are relevant to students' prior understanding - integrate other disciplines - provide appropriate time for student work, lesson and lesson closure - reinforce broader unit and course objectives - are vertically aligned to state standards - are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s).	Instructional Planning includes: • All goals aligned to state content standards. • All activities, materials and assessments that: - are relevant to students - provide appropriate time for lesson and lesson closure - fit into the broader unit and course objectives - are appropriate for diverse learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	Instructional Planning includes: • Most goals aligned to state content standards. • Most activities, materials and assessments that: - are sequenced - sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.

- Integration of technology to enhance mastery of goal(s).

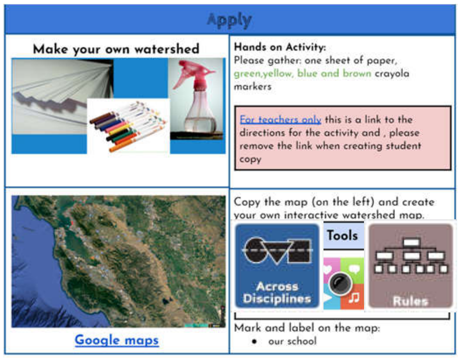
Hyperdocs



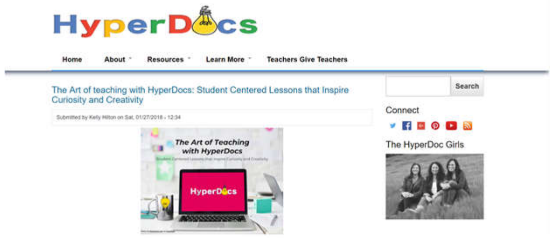
Engage	
Click on the image **How wolves change rivers**	Discuss with a partner: What observations can you make from

Explore/Explain	
What is a watershed?	What is watershed? In your own words write the definition of watershed:
Watershed Model 1	List the parts of watershed List at least 4 human factors that affect watershed

by Halina HG2465@gmail.com



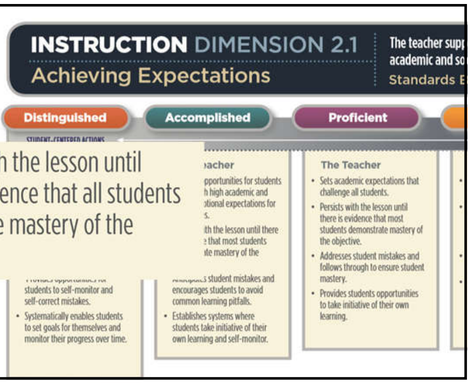
Apply	
Make your own watershed	**Hands on Activity:** Please gather: one sheet of paper, green,yellow, blue and brown crayola markers For teachers only this is a link to the directions for the activity and , please remove the link when creating student copy
Google maps	Copy the map (on the left) and create your own interactive watershed map. Mark and label on the map: • our school



The Art of teaching with HyperDocs: Student Centered Lessons that Inspire Curiosity and Creativity

Submitted by Kelly Hilton on Sat, 01/27/2018 - 12:34

IDEA # 24



INSTRUCTION DIMENSION 2.1
Achieving Expectations

The teacher supp… academic and so…
Standards B…

STUDENT-CENTERED ACTIONS

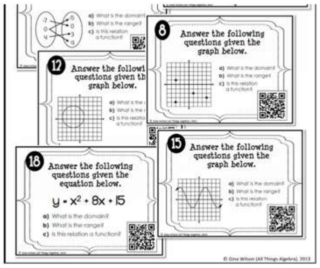
Distinguished	Accomplished	Proficient
students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	The Teacher • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.

- Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.

First: Task Cards

Rules

Details



12 Answer the following questions given the graph below.

a) What is the domain?

b) What is the range?

c) Is this relation a function?

8 Answer the following questions given the graph below.

a) What is the domain?

b) What is the range?

c) Is this relation a function?

18 Answer the following questions given the equation below.

$y = x^2 + 8x + 15$

a) What is the domain?

b) What is the range?

c) Is this relation a function?

15 Answer the following questions given the graph below.

a) What is the domain?

b) What is the range?

c) Is this relation a function?

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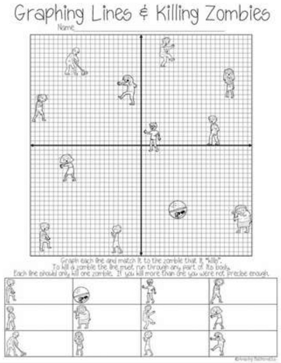
First: Graphing Lines & Killing Zombies

Rules

Details



Graphing Lines & Killing Zombies

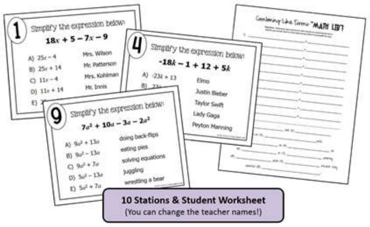
Name

Graph each line and match it to the zombie that it "kills".
To kill a zombie the line must run through any part of its body.
Each line should only kill one zombie. If you kill more than one you were not precise enough.

Next: Mad Libs

Language of the Discipline

Details



1 Simplify the expression below:

$18x + 5 - 7x - 9$

A) $25x - 4$ Mrs. Wilson

B) $25x + 14$ Mr. Patterson

C) $11x - 4$ Mrs. Kohlman

D) $11x + 14$ Mr. Innis

4 Simplify the expression below:

$-18k - 1 + 12 + 5k$

A) $-23k + 13$ Elmo

Justin Bieber

Taylor Swift

Lady Gaga

Peyton Manning

9 Simplify the expression below:

$7a^2 + 10a - 3a - 2a^2$

A) $9a^2 + 13a$ doing back-flips

B) $9a^2 - 13a$ eating pies

C) $9a^2 + 7a$ solving equations

D) $5a^2 - 13a$ juggling

E) $5a^2 + 7a$ wrestling a bear

Combining Like Terms "MATH LIB"

10 Stations & Student Worksheet
(You can change the teacher names!)

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An important way to check if you've given multiple, different possible ways to arrive at the skill or content mastery is to evaluate

how many lenses of the framework

you've used.

IDEA # 25

LEARNING ENVIRONMENT DIMENSION 3.1
Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.
Standards Basis: 1D, 4A, 4B, 4C,4D

Distinguished | Accomplished | Proficient | Developing | Improvement Needed

STUDENT-CENTERED ACTIONS | TEACHER-CENTERED ACTIONS

- The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.

Developing:

- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.
- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.
- The classroom is safe and accessible to most students, but is disorganized and cluttered.

Improvement Needed:

- Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
- Students often do not understand what is expected of them.
- The classroom is unsafe, disorganized and uncomfortable.
- Some students are not able to access materials.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

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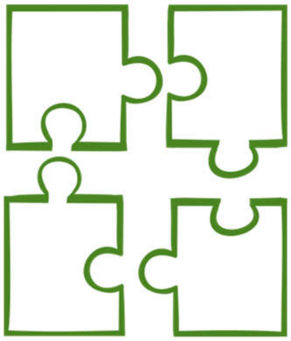
10

What are the three basic ways animals get food in the food chain?

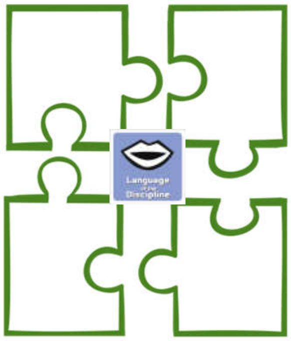
Language of the Discipline

Rules

List them in a puzzle piece.



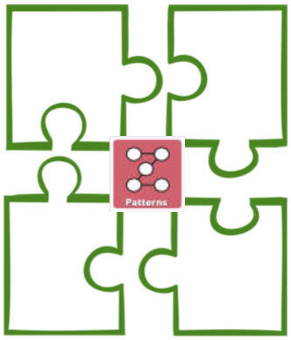
Define an apex predator on the back of a puzzle piece & draw one on the front of the puzzle piece.



Language of the Discipline

Create a food pyramid of specific animals with five tropic levels.

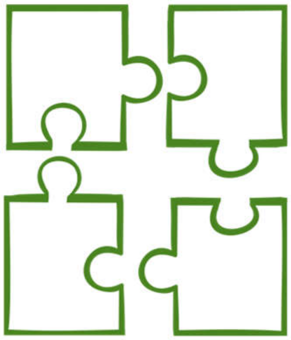
List the animals in order on a puzzle piece, apex predator on top.



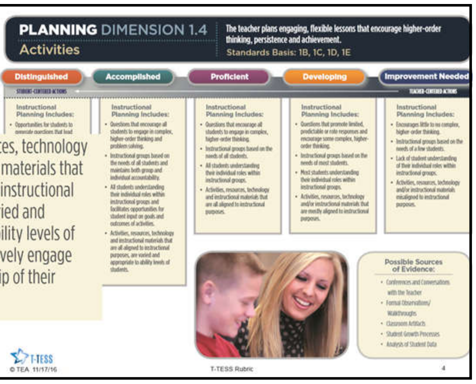
Patterns

On the last puzzle piece, you may choose to do any of the following:

- Across Disciplines — Write an epitaph for the grave of a decomposer.
- Unanswered Questions — Describe what would happen to your food chain if your apex predator became extinct.
- Trends — Investigate & share your findings on which is more vulnerable to climate change, producers or consumers?



IDEA # 26



PLANNING DIMENSION 1.4
Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
Standards Basis: 1B, 1C, 1D, 1E

STUDENT-CENTERED ACTIONS — TEACHER-CENTERED ACTIONS

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Instructional Planning Includes: • Opportunities for students to generate questions that lead	Instructional Planning Includes: • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	Instructional Planning Includes: • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	Instructional Planning Includes: • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	Instructional Planning Includes: • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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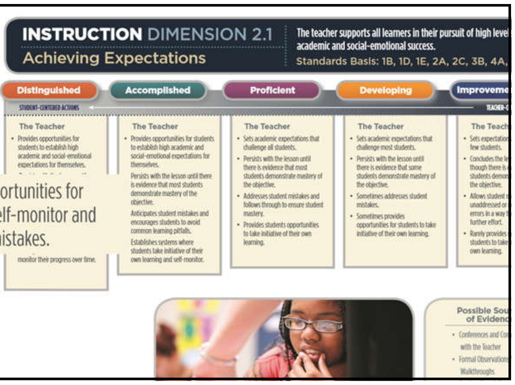
menus!

Draw a triangular prism. Label how many faces, edges, and vertices it has.	Which stop sign do you think most drivers prefer, the octagon, or the circle with an inverted triangle & why?	Create a map using a rhombus, a pentagon, a hexagon, an octagon, and a decagon.
Create a riddle involving a hexagon.	Following the naming convention, name the polygons with 65, 47, and 82 sides.	Why should/should not monogons and/or digons be recognized as polygons?
Draw three non-examples of a polygon	Describe the connection between polygons and honeybees or lava.	Create a t-chart naming five shapes and their number of vertices.

IDEA # 27



INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high level academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A,

STUDENT-CENTERED ACTIONS

Distinguished	Accomplished	Proficient	Developing	Improveme
The Teacher • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. monitor their progress over time.	The Teacher • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor.	The Teacher • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	The Teacher • Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	The Teach • Sets expectation few students. • Concludes the le though there is students demon the objective. • Allows student unaddressed or errors in a way further effort. • Rarely provides students to take own learning.

- Provides opportunities for students to self-monitor and self-correct mistakes.

Possible Sou of Evidenc

- Conferences and Co with the Teacher
- Formal Observation Walkthroughs

Ian's Idea:

Over Time Patterns Rules Trends

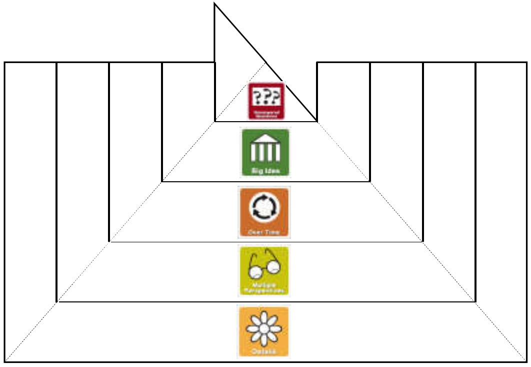
Reflecting With Depth and Complexity

Do you ask your students to look back at their work and reflect on their progress? If so, are you integrating the tools of depth and complexity into these reflections?

- Ask students to *examine the* ***change over time*** in their scores.
- Tell students to *look for* ***patterns*** *in the type of questions missed.*
- Encourage them to notice if the simply *misunderstood a* ***rule***.
- Perhaps students need to *notice a recent* ***trend*** in their work.

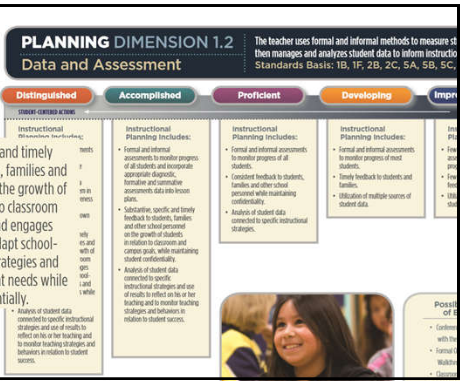
IDEA # 28

Use it to organize foldables for interactive notebooks!



IDEA # 29

- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially.



PLANNING DIMENSION 1.2
Data and Assessment

The teacher uses formal and informal methods to measure st
then manages and analyzes student data to inform instructio
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C,

Distingulshed | Accomplished | Proficient | Developing | Impr

STUDENT-CENTERED ACTIONS

Instructional Planning Includes:

- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

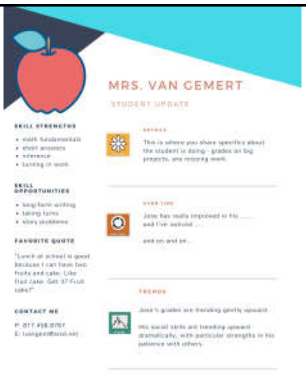
- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.



MRS. VAN GEMERT

STUDENT UPDATE

SKILL STRENGTHS

- math fundamentals
- short answers
- inference
- turning in work

SKILL OPPORTUNITIES

- long form writing
- taking turns
- story problems

FAVORITE QUOTE

"Lunch at school is good because I can have two fruits and cake. Like fruit cake. Get it? Fruit cake?"

CONTACT ME

DETAILS

This is where you share specifics about the student is doing - grades on big projects, any missing work.

OVER TIME

Jose has really improved in his ____ and I've noticed ...

and on and on...

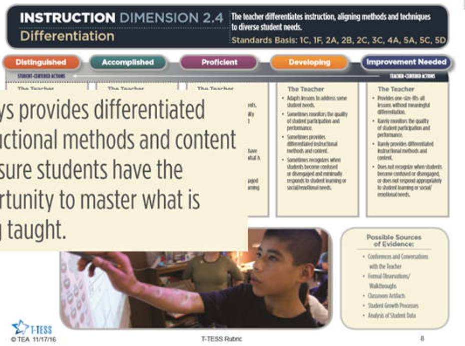
TRENDS

Jose's grades are trending gently upward.

His social skills are trending upward dramatically, with particular strengths in his patience with others.

IDEA # 30

- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.



INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished | Accomplished | Proficient | Developing | Improvement Needed

STUDENT-CENTERED ACTIONS — TEACHER-CENTERED ACTIONS

The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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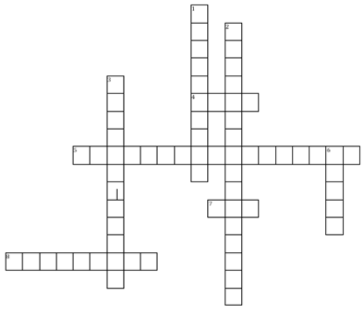
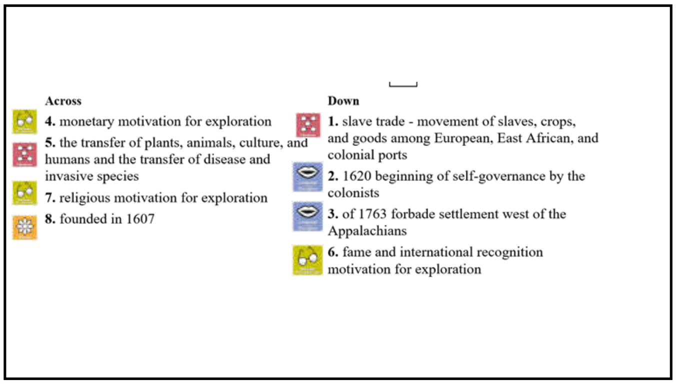
Colonial Exploration





Across

4. monetary motivation for exploration

5. the transfer of plants, animals, culture, and humans and the transfer of disease and invasive species

7. religious motivation for exploration

8. founded in 1607

Down

1. slave trade - movement of slaves, crops, and goods among European, East African, and colonial ports

2. 1620 beginning of self-governance by the colonists

3. of 1763 forbade settlement west of the Appalachians

6. fame and international recognition motivation for exploration

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