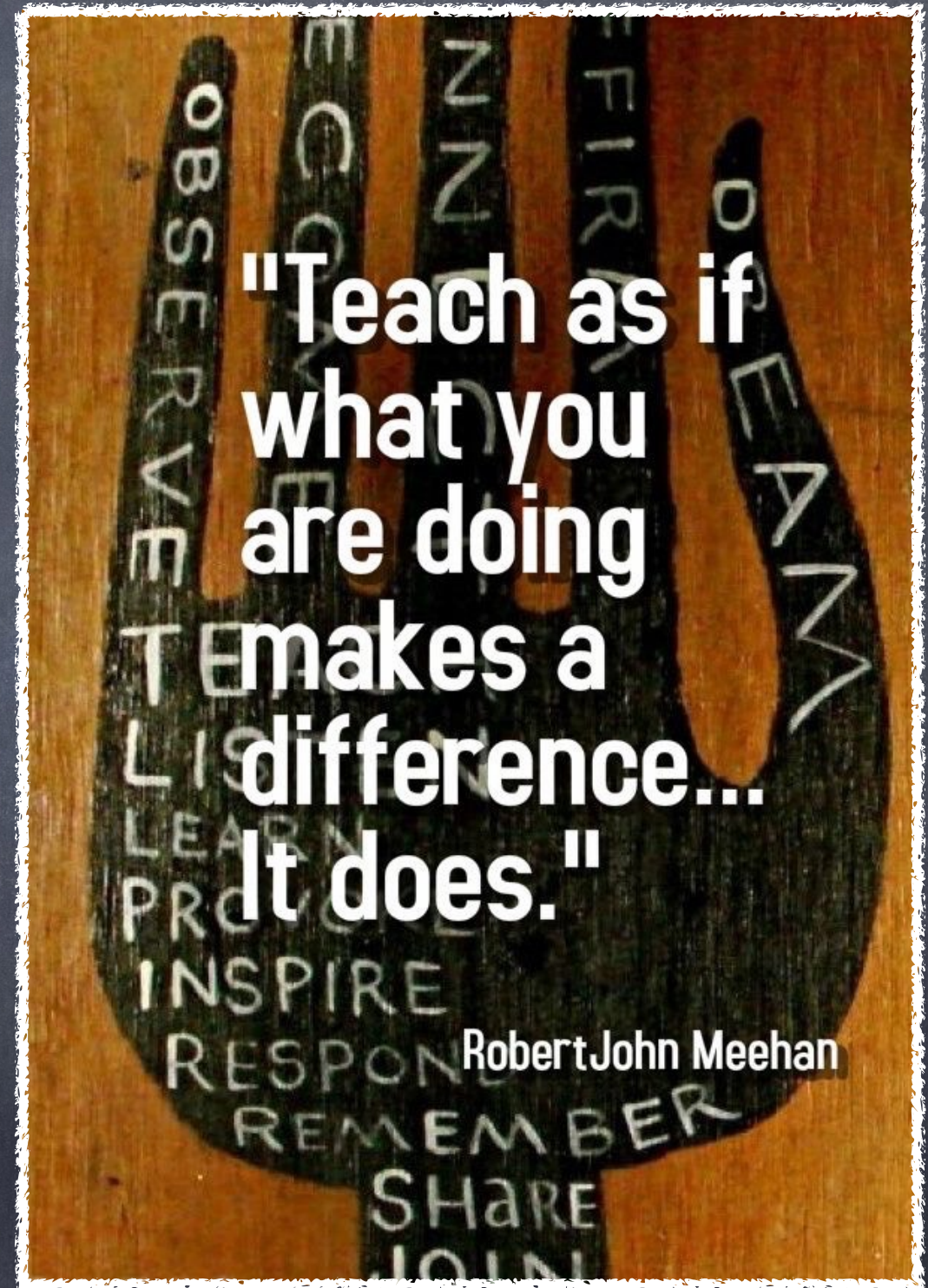


Teach! Assess!
Intervene!
(and don't forget to
motivate!!!!)



"Teach as if
what you
are doing
makes a
difference...
It does."

Robert John Meehan

Teach them what They need to know!

- They need to pass the test and graduate!
- They need to become literate, productive, and thinking adults!

ARE THESE TWO IDEAS IN SYNC OR IN CONFLICT?

THE SIMPLEST WAY TO MAKE SURE THAT WE RAISE LITERATE CHILDREN IS...

TO SHOW THEM THAT READING IS A PLEASURABLE ACTIVITY. AND THAT MEANS...

FINDING BOOKS THAT THEY ENJOY, GIVING THEM ACCESS TO THOSE BOOKS, AND LETTING THEM READ THEM.

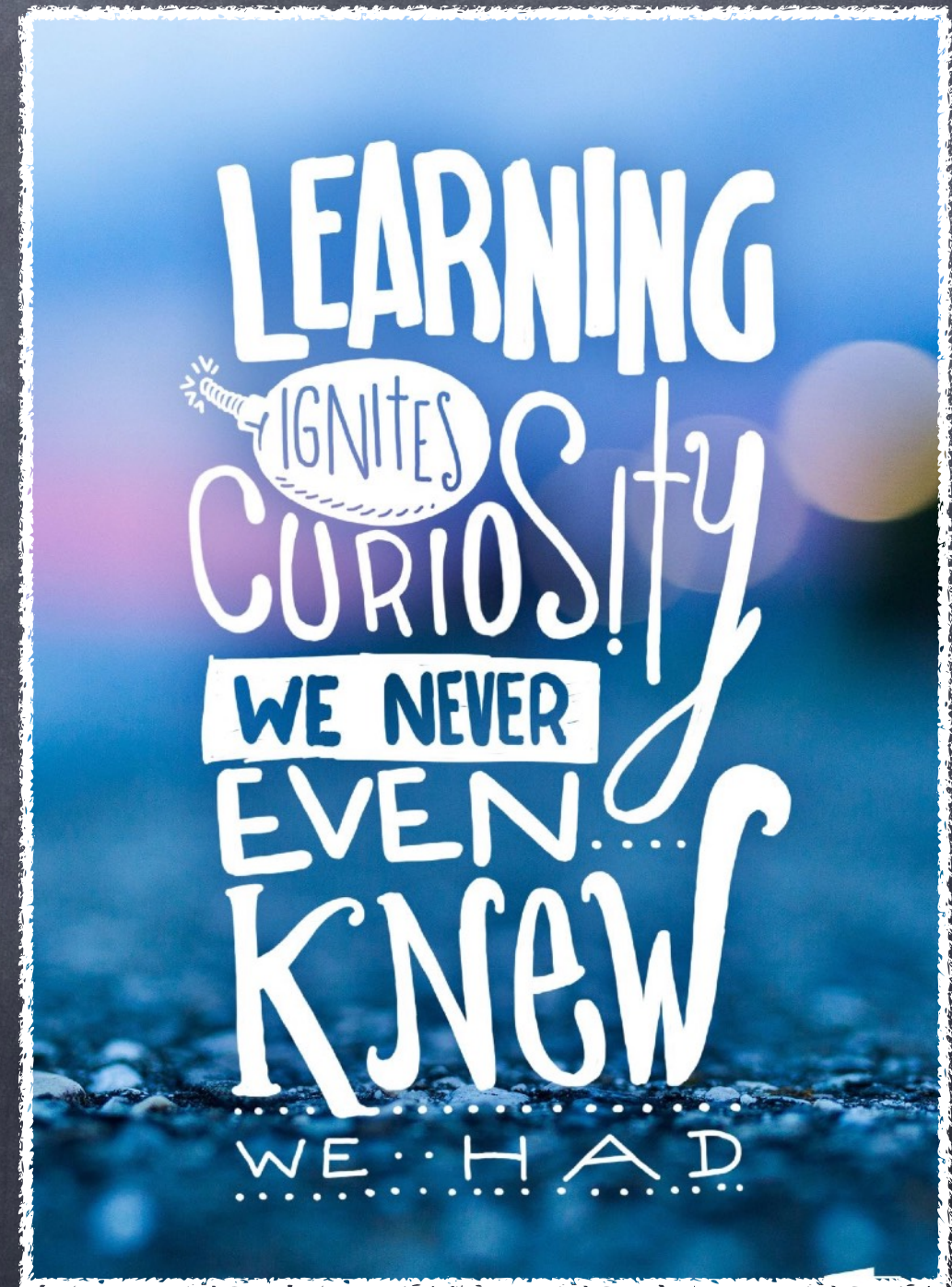
NEIL GAIMAN.

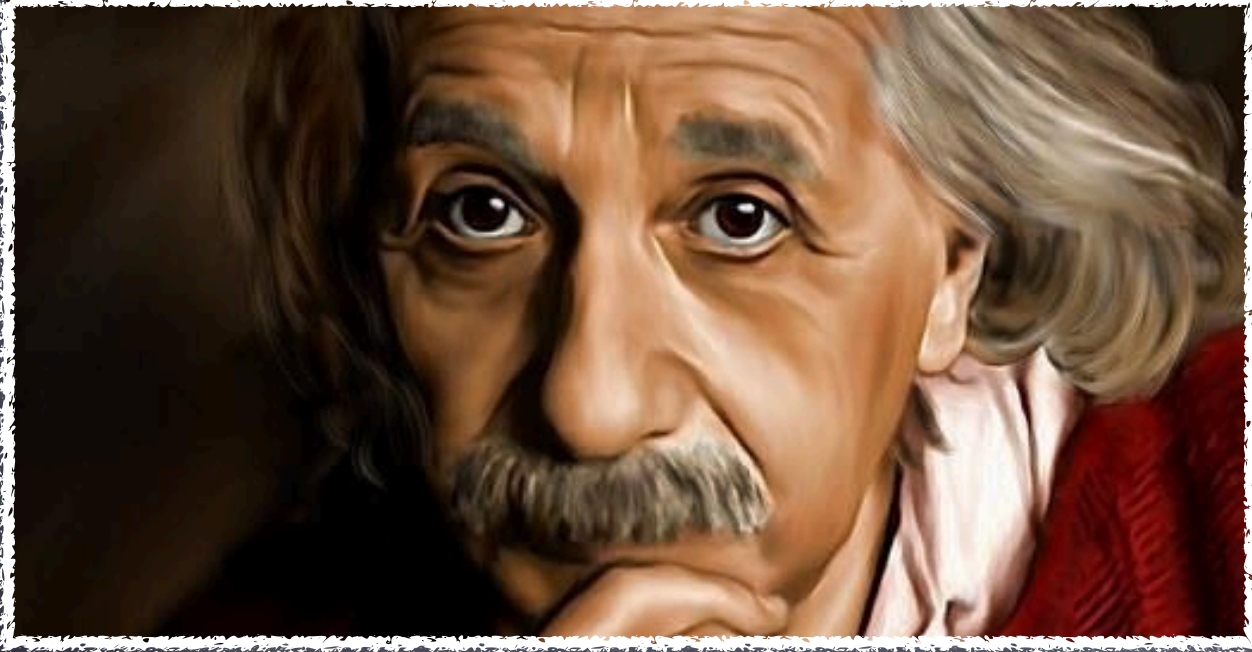


SCHOOL LIBRARY ▶

8 STEPS to SUCCESS

- Gain Students Attention - Motivate
- List Clear Learning Target
- Present Stimulating Material
- Guide and Facilitate Learning
- Have Students Perform
- Assess / Give Feedback
- Collect, Document, and Analyze Evidence
- Provide Intervention/Enrichment





Motivate

- Use Specific Positive Reinforcement
- Build Rapport
- Be Enthusiastic about your Subject
- Get in on the Action
- Listen to Students Opinions / Give Options
- Set Goals with Students
- Emphasize Growth
- Relate Lessons to Life
- Separate Effort from Achievement

Education is not the learning of Facts

It's Rather the Training of the Mind to Think

Use Incentives!

Incentive Ideas

- homework passes - personal time - drop the lowest quiz
- Late assignment pass - music - positive note to parents
- Lunch bunch - raffle tickets - scholar dollars - food!

prezi.com/m/nasimfwphpwg/how-to-motivate-students-who-dont-care/



**Children must
be taught how
to think, not
what to think.**

Margaret Mead

Starting Point - Standards

analyze, compare & contrast, determine, demonstrate, evaluate, integrate multi media, solve, find evidence, present claims, summarize, justify, explain

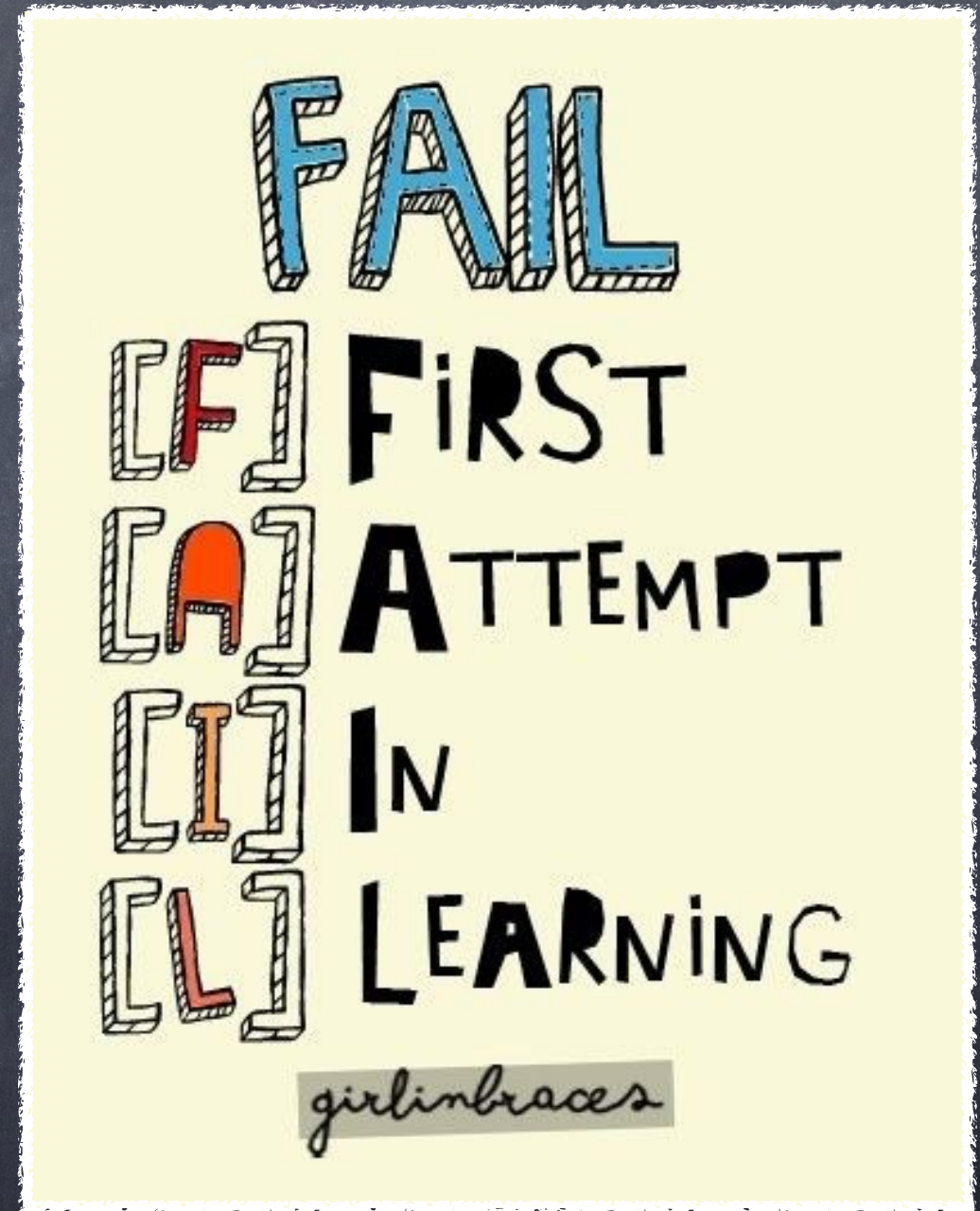
How do we pre-assess students to know what we need to teach.

BASELINE DATA

1. Use a prewritten assessment such as 4-Sight or Practice State tests that are aligned to standards
2. Choose the standard / learning target you are planning on teaching and write your own assessment

Teach and Guide!

- make it relevant to their lives
- make it interesting
- use multi disciplinary, learner centered instructional methods including: multi-media presentations, discussion, learning centers, simulations, labs, problem solving, discovery, demonstration, role play, games, debate, competitions, cooperative learning, inquiry.....
- Lets students have some ownership
- Stress the process as much as the product so that failure becomes a learning experience!



21st Century Learning Skills

- Critical thinking
- Problem solving
- Oral Communication
- Collaboration
- Entrepreneurialism
- Empathy
- Imagination
- Resilience



Assess / Give Feedback

Use Formative Assessment during instruction to know if students are getting what you want them to learn. These are non-graded, quick, and informal. It is to help teachers make adjustments to instruction, grouping, and pacing.

cultofpedagogy.com

educatorstechnology.com

anethicalisland.wordpress.com

Inventories or Checklists

Short Quizzes

Minute Papers

Think-Pair-Shares

Polls (use clickers or shoot)

Peer Assessments

Problems

Exit Cards

Five Finger Scale or other hand signals

Index Card

Give each student an index card. Ask them to write on both sides to answer the following:

Side 1: Based on our study of _____, list a big idea that you understand.

Side 2: Identify something about _____ that you do not yet fully understand.

Brain Dumps

A three minute pause gives students a chance to stop and reflect on what they've just been introduced to. This also lets them make connections to prior knowledge/experiences and to seek clarification. You can have students talk to a partner or write ideas down. Here are some prompts to use:

- "I felt..."
- "I changed my attitude about..."
- "I related to..."
- "I found it interesting that..."
- "One new thing I learned was..."
- "This reminds me of ..." (text to self, text to world, text to text)

One Minute Essay

A one minute essay question is focused with a specific goal that can actually be answered within a minute or two. Specific prompts are usually the most helpful.

Journal Entry

Students record their understanding of the topic, concept or lesson in a personal journal. The teacher reviews the journal entry and responds as needed. This provides a private place for students to express concerns or questions that they might not be comfortable sharing in public.

The key to this method of assessment is to actually read and respond to student journal entries. If the teacher doesn't respond, the students will be less inclined to be truthful and provide details of their understanding.

Hand Signals

Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle or process. Examples include thumbs up/down and showing fingers on a scale of 1-5.

Concept Map

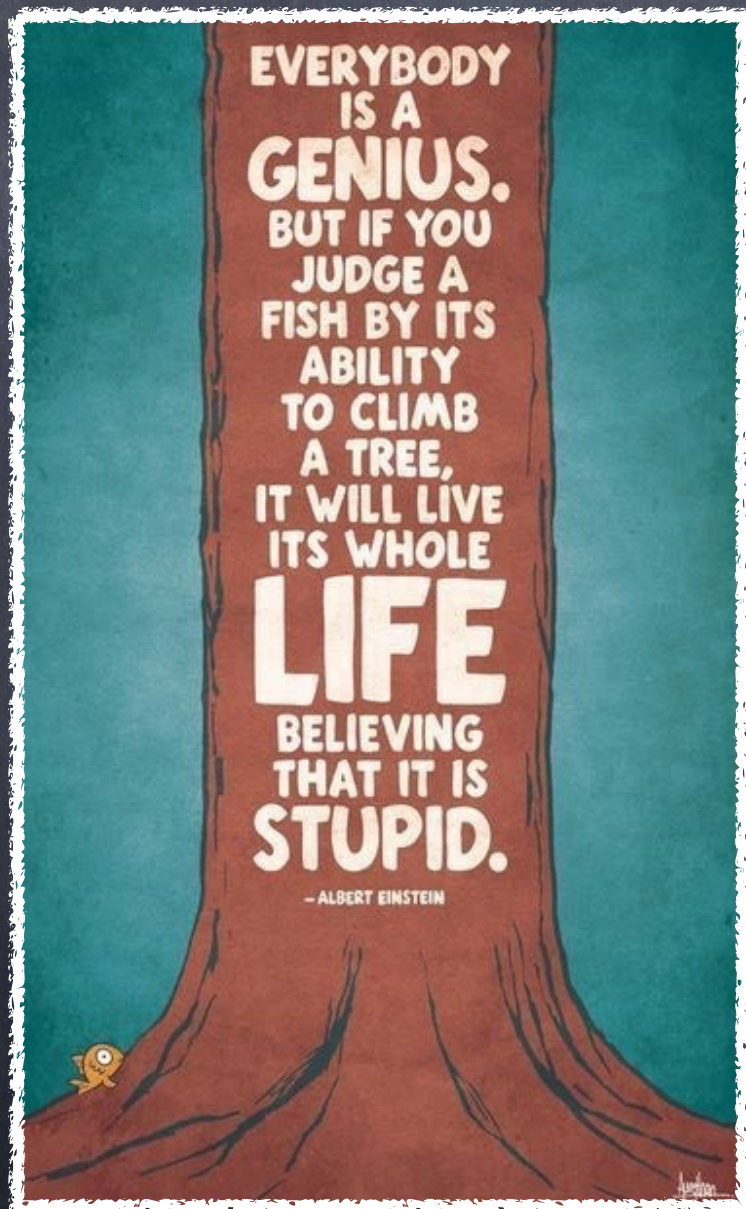
Any of several forms of graphic organizers that allow students to recognize the relationships between ideas through diagramming key words and phrases.

Examples include Venn diagrams, webs, etc.

Exit Card

Exit cards are written responses from each student that must be turned in before the end of the activity or the end of the day. They are "required" before a student can exit the class. Prompts may be general ("list one thing you didn't know about the topic before this lesson") or specific ("put the following steps in order"). You can ask students to write a response on a sticky tab, note card or piece of paper. Many teachers designate a space in their classroom where students must post or turn in responses.

Interventions!



- Who: teacher aides, volunteers, peers, computer
- When: study halls, after school, last ten minutes of class, Fridays, end of unit
- What: review/redo/revise,
- Online: Khan Academy, IXL Learning, readwritethink, GeoGebra, BrainPop
- Be sure accommodations and modifications are in place for students who need them

I THINK.
I QUESTION.
I DESIGN.
I CREATE.
I STRUGGLE.
I COLLABORATE.
I TRY.
I SOLVE.
I INVENT.
I REFLECT.
I LEARN.

Enrichment

Scratch

Google Classroom

edX

123Dmaker

IbookAuthor

Autodesksketchbook

If the plan
doesn't
work,
change
the plan
but **never**
the goal.

I hope that in this year to come,
you make mistakes.

Because if you are making mistakes, then you
are making new things, trying new things,
learning, living, pushing yourself, changing
yourself, changing your world.

You're doing things you've never done before,
and more importantly, you're Doing Something.

Don't freeze, don't stop, don't worry
that it isn't good enough, or it isn't perfect,
whatever it is: art, or love, or work or family or life.

Whatever it is you're scared of doing, Do it.

**Make your mistakes, next year
and forever.**

- NEIL GAIMAN