

THE POWER OF A TEACHER

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DOCUMENTING YOUR "POWER"

1. Teachers Above Average- Washington Post

2. 90/90/90 Schools

90% or more on _____

90% or more are students of _____

90% or more _____

www.edtrust.org/documents/dispell.pdf

3. Brazosport ISD, Clute, Texas

Patricia Davenport – “No Excuses; Closing the Achievement Gap”

4. Stand and Deliver- Jamie Escalante

5. Marva Collins- West Side Prep – 60 Minutes- “Too Good To Be True”

CREATING A CLASSROOM CULTURE OF HIGH EXPECTATIONS

Current Best Practices from Colleagues

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Classroom Culture Best Practices: Research – Based

Classroom Culture Best Practices: Research – Based	
Power	
Brag	
Never	

TWELVE WORDS

Twelve words that trip up the "at-risk" student on standardized tests.

Part I: Convert these words into short, "at-risk" friendly phrases your students can identify with and remember.

Word	Short, "at-risk" student friendly phrases
1. Trace	
2. Analyze	
3. Infer	
4. Evaluate	
5. Formulate	
6. Describe	
7. Support	
8. Explain	
9. Summarize	
10. Compare	
11. Contrast	
12. Predict	

Part II: List ways teachers can make these a part of every child's vocabulary.

Personal Reflection:

Here are the three ways I will use these words in my classroom:

- 1.
- 2.
- 3.

What other words in your subject area trip up students?

READING STRATEGY MNEMONIC

U nderline title

N ow predict passage

R un through and number the paragraphs

A re you reading the questions?

A re the important words circled (write down their meaning)

V enture through the passage

E liminate

L et the questions be answered, and write the paragraph # where you found the answers

✓ **Double check your work**

- | | |
|----------------------|------------------|
| 1. Brent Grimes | 5. Paul Paschal |
| 2. JeJuana Collins | 6. Kristen Bowen |
| 3. Angela Buzzetti | 7. Darcy Ellette |
| 4. Diana Keeler-Deak | |

- Glasgow Elementary
- Riverview Garden

UNRAVEL READING

U Title: _____

N Prediction:

--

R

Paragraph #	First few words...

A Question? _____

A

Important word	Meaning

V Summarize the selection:
Who?
What?
When?
Where?
Why?
How?

E The "silly" answers I choose to eliminate are:

L The correct answer is: _____

I know this because it can be found in paragraph ___ line ___.

Math Word Problem – Solving Strategy

Underline the question

Now predict what you think you need to do to solve the problem

Read the word problem

Are the important words circled?
(especially clue words)

Apply the step(s) you chose to solve the problem

Verify your answer (is it reasonable; does it make sense?)

Eliminate wrong answers

Let the answer stay or rework the problem

✓ Double check your work!

Adapted from the property of Larry I. Bell

TEN INSTRUCTIONAL STRATEGIES THAT CLOSE THE ACHIEVEMENT GAP

Strategy	Examples of Implementation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Personal Reflection:

Which two of these are you not currently doing and are willing to try?

1.

2.

THE VIDEO THAT MODELS POSITIVE CLASSROOM CULTURE IN ACTION

1. What was the main reason her students learned?
2. What is the name of the high school version of this video?
3. Did prior negative labels matter?
4. Did her positive "Power Names" matter? Why or why not?
5. What were some of her little techniques that encouraged her students?
6. How can these little techniques be modified to work with middle and high school students?
7. What classic authors were being taught?
8. Which was most important, the little techniques or academic strategies?
9. What were some of the statistician's predictions and did they apply to this group?
10. Who could benefit from watching this tape and why?

TWENTY STANDARDIZED ASSESSMENT ACTIVITIES FOR THE CLASSROOM TEACHER

These activities can be done in 4-7 minutes.

Circle the two in each group of five that would help your students do better on standardized tests if you did them regularly.

1. Vocabulary test- 10 definitions of daily test type words.
2. Spelling tests – 10 power words daily. (test type words)
3. Combine spelling and vocabulary tests.
4. Include many standardized type questions on your major tests.
5. Include many standardized type questions on your quizzes.

6. Use standardized type questions on homework assignments.
7. Have students use scantron sheets for test questions.
8. Timing your classroom activities:
 - a. Sections of your test, and they cannot go back.
 - b. Time the daily quizzes.
 - c. Times cooperative team activities.
 - d. Time the entire class.
9. 5-7 minute writing sample activity.
10. 5-7 minute math drill. (the kind of computational skill weakest on)

11. Word math problems daily.
12. Build in daily time for enrichment and remediation.
13. Active Listening Drill- give verbal instructions. Give points for those who can follow them.
14. Written Direction drill – pass out directions. Have them see who can follow them accurately.
15. Put up a math glossary on posters in the room.

16. Use computer technology to move them forward.
17. Use the literary word list of 164 terms in all classrooms.
18. Have your students construct standardized type questions.
19. Ask your students what they feel will most help them prepare for a standardized test.
20. Collaborate with a colleague in your subject area or grade level.

Please write out the four assessment activities you are willing to try with your students immediately.

- 1.
- 2.
- 3.
- 4.

THIRTY TWO WAYS TO PRESENT, REVIEW, OR REINFORCE A LESSON RESPECTING LEARNING STYLES

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Music 2. Brainstorming 3. Peer Tutors 4. Graphic Representations (Venn Diagram) 5. Crafts 6. Drama 7. Guest Speakers 8. Cooking 9. Manipulatives 10. Art 11. K.W. L. 12. Games 13. Learning Centers 14. Research 15. Role playing 16. Panel Discussions | <ol style="list-style-type: none"> 17. Interviewing 18. Debate 19. Cooperative learning 20. Video 21. Mapping 22. Computers 23. Bulletin Boards 24. 3-2-1 Review Strategy 25. Observations 26. Demonstrations 27. I-Search 28. TV Shows 29. Story Telling 30. Reading to the Class 31. Double Journal Entry 32. Writing stories, poems |
|---|--|

Others:

INSPIRE

Excite	Challenge	Involve	Surprise	Connect

Personal Reflection:

Which two strategies are you not currently using and are willing to try?

- 1.
- 2.

16 CORRECTABLE ERRORS MADE BY LOVING, CARING TEACHERS THROUGHOUT THE YEAR

1. They do not address test anxiety often.
2. They do not address testing vocabulary.
3. Their tests are too short overall.
4. They never simulate the big test day.
5. They give homework with one-word answers.
6. Seldom ask their students for test feedback.
7. Give most quizzes with one-word answers.
8. Do not give many higher order thinking skill questions.
9. Do not find out what students know at the end of each class.
10. Do not allow students to formulate major test questions.
11. Allow students to answer orally with one word.
12. Do not ever allow students to formulate quiz questions.
13. They do not address the "transience factor."
14. They seldom review test data on individual students throughout the year.
15. Seldom collaborate with colleagues on test taking strategies.
16. They never form that personal relationship with children that would cause the students to "not want to let them down."

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