

ADMIRAL PEARY AREA VOCATIONAL- TECHNICAL SCHOOL

New Teacher Induction Manual

August 23, 2022

Our Mission

The Admiral Peary Area is dedicated to delivering technical and academic programs that meet the needs of our students and prospective employers. This will be accomplished through a perpetual improvement system that ensures stakeholders that educated, competent individuals contribute to the welfare of the community.

INTRODUCTION

Career and Technical Education (CTE) teachers are expected to meet their students' needs for career development, technical and academic achievement, and technology skills. Career and Technical Education students must also demonstrate higher-order skills in reasoning, problem solving, and collaborative work. At the same time, teachers are faced with serving a more diverse student clientele.

As a new Career and Technical Education teacher, while facing the same expectations and demands required of all instructors, you are also faced with the need to refine your pedagogical skills.

Our focus in this guide is to provide you, as a new career and technical educator, and your mentor the tools necessary for success in the classroom.

DISCLAIMER

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Admiral Peary AVTS

NEW TEACHER INDUCTION MANUAL

MISSION STATEMENT

The primary purpose of the Admiral Peary AVTS “New Teacher Induction Manual” is to assist and support new educators as they enter the teaching profession and to advance their skills and knowledge in relation to the Pennsylvania Department of Education Academic Standards, Career Vocational Education Chapter 339 Standards, and the Professional Standards and Practices of Conduct between individual educators and students and is committed to providing leadership for improving the quality of education in this Commonwealth. This collaborative model focuses on improving classroom practices and on developing reflective educators who are responsive to the diverse cultural, social, and linguistic backgrounds of all students.

Goals

The primary goal is to provide a program of support and assessment in which the advancement of skills and knowledge is a continuous flow of support through the first two years of teaching and beyond.

Program Components

A major component is intensive individual support to beginning teachers during their first two years. A strong, supportive relationship between the mentor, peers, instructional coaches, and administrators overseeing the induction portion of the project is fundamental to the success of all support strategies.

New Teacher Mentor

New teachers have weekly contact during school hours with a mentor who is an exemplary veteran teacher. Mentors observe and coach the new teacher, offer emotional support, assist with short and long-term planning, design classroom management strategies, teach or demonstrate lessons, provide curriculum resources, and facilitate communication with the Assistant Director/Director. Mentors and new teachers should keep an interactive journal to enhance communication, problem solve, and reflect.

Formative Assessments

Data about the performance of a learner (in this case the new teacher) is collected over time and compared to set criteria. Formative assessment is used to support teacher growth over time and is interactive. A professional portfolio serves as the vehicle for documenting the teacher's growth over time.

Summative Assessments

An evaluative summary of the learner's knowledge and ability. Summative Assessment is used to make a determination at one point in time about how much a new teacher knows and can do.

Professional Development for Beginning Teachers

Required weekly mentor conferences in the first three months are designed to build a support network and ongoing professional dialogue among beginning teachers, and are developed to assist them with meeting the needs of culturally diverse student populations. Every mentor conference provides teachers with an opportunity to discuss effective classroom strategies, teaching techniques, curriculum delivery, and reflect on teaching/learning experiences with other beginning teachers. Content standards are emphasized.

Release Time

Release time will be provided to new teachers to meet with their mentor, observe veteran teachers, plan curriculum, attend professional development trainings, and assess their progress.

Project Benefits

Research shows that with this type of intensive support, new teachers demonstrate higher levels of professional competence and greater success in working with culturally and linguistically diverse students. In addition, studies report increased job satisfaction and retention.

The APAVTS new teacher induction program of integrated support and assessment creates an atmosphere that encourages teachers to develop norms and standards of professional collegiality, inquiry, reflection, and assessment. This process of formative, ongoing assessment within a community of practice is an essential component of teacher development and school reform. New teachers develop the expectation that teaching is collegial, that teaching is a continuous cycle of teaching, assessment, reflection, and planning, and promotes life-long learning.

Although there are many changes in CTE, it is important to note that what has remained unchanged is the need for CTE teachers to stay focused on the individual needs of students. At APAVTS, we appreciate the potential of CTE students and believe this is what attracted you into becoming a CTE teacher. A strong commitment to students is a prerequisite to facing the changes and challenges.

Section 1

Orientation – New Teacher Forms & Procedures

The importance of knowing school policies and procedures cannot be overstated. Teachers should thoroughly read the language contained in both the “Student-Parent Handbook” and the “Faculty Handbook.” You should keep a copy of the Student-Parent Handbook where it can be referred to easily during the school year. Never assume you know the school rules until you have read them thoroughly. Every school has different policies and procedures. You are expected to know and follow all school protocols. When in doubt, ASK YOUR MENTOR, Assistant Director or Executive Director. . Do not follow the lead of others who disregard these procedures. Those who hired you expect you to honor school rules.

Parking

A commonly asked question of new employees is “where do I park”? Employees may park anywhere on the building’s perimeter with the exception of the handicapped parking spaces, Executive Director, Assistant Director and Business Manager’s parking spots.

It is important to note that the entrance to the school is located between APAVTS and Central Cambria School District, or staying to the left-hand side when facing the building as you enter through the front gate.

All employees must see the school police officer to obtain a staff parking permit. The permit will be hung from the vehicle’s rear view mirror.

Employee Badge and Key Fob

New employees must meet with the Computer Networking Technician, Mr. Bailey, to obtain their picture ID badge (which must be worn at all times) and key fob. The key fob is necessary to gain entry into the main buildings.

Health Insurance

New employees will meet with the Benefits Coordinator/Business Manager, Mr. Revesz, to obtain the necessary forms for enrollment in the APAVTS health insurance plan (available in either single or family coverage).

Vocational Instructional Certification

New teachers again meet with the Benefits Coordinator regarding the registration process for Workforce Education classes offered through the University of Indiana (IUP). New teachers must eventually earn their Vocational Instructional I and II certifications to teach at career and technical centers. It is important to contact IUP’s Workforce Education department soon after starting to understand the credit requirements and schedule. The Benefits Coordinator will coordinate the payment of the class tuition. Contact information at IUP is shown below.

- Center Director/Program Advisor - Monica Murdoch, monica.murdoch@iup.edu
- Assistant Director/OCA Coordinator - Paula Andrei, paula.andrei@iup.edu

- OCA Assistant - Tina Brocious, tina.brocious@iup.edu
 - Instructional Program/Certification Secretary – Gina McGaughey, gina.mcgaughey@iup.edu
-
- Center for Career & Technical Personal Preparation
Indiana University of Pennsylvania
Reschini House
1110 Maple Street
Indiana, PA 15705
- Local: (724)-3577-4434
Fax: (724)-357-6200

iup.edu/careerteched
info-cte@iup.edu

Additional information regarding Career and Technical Education (CTE) teacher certification may be obtained by visiting the Pennsylvania Department of Education’s (PDE) web site at www.education.pa.gov. Click on “Instruction”, next “Career and Technical Education”, and the last step “CTE Teacher Certification”. The entire process for earning the Vocational Instructional I and II Certificates is described in detail.

APAVTS Campus (Main Building and the BTC Center)

In addition to the location of your program area, it is important to know the layout of the entire APAVTS campus, including the BTC Center, which is adjacent to the main building. APAVTS has seventeen (17) program areas for high school students. You will need to become familiar with the location of each one of them. New teachers will also need to know the location of the following: (Copies of the APAVTS Campus will be forwarded.)

- Administrative offices (Executive Director, Assistant Director)
- Business office/ Benefits Coordinator /Payroll, (Business Manager)
- Executive Secretaries, attendance office, PIMS, State Reporting
- Computer Networking Technician (IT)
- Maintenance office, (Facilities Director)
- Student support services room (school counselor) academic support.
- Cooperative Education, Career Counseling services

Payroll Forms and Clearances

New teachers, meet with the Business Manager Mike Revesz regarding APAVTS payroll forms and the required clearances for public school employees (provided they have not been already obtained). All APAVTS employees will have their biweekly (26 pay periods per year) payroll check direct-deposited into a personal checking account every month. These dates can vary depending upon weekends or holidays. The payment of the clearance fees will be the responsibility of the new teacher. Information for obtaining the required three (3) clearances will be included at the end of section 1.

Internet Access

New teachers must meet with the Computer Networking Technician, Mr. Bailey, to obtain internet access and to create an APAVTS email account. The IT department will assist you as needed. Ext. 313

APAVTS Purchase Order (P.O.) System

New teachers will also meet with the Business Manager to become familiar with your program's yearly budget and the school's purchase order (P.O.) system. All program purchases must have an approved P.O. before any supplies or materials are purchased. Periodic training to all instructional staff members is provided when any changes are made to the P.O. system. Final approval must include a signature from Mr. Paronish. See attachment at the end of this section.

Classroom and Shop/Lab Area Keys/Maintenance Requests

The APAVTS Director of Facilities Dave Commons will have the new teacher sign-out for all required program area keys. This would include keys for the classroom, shop/lab areas, and all storage rooms or cabinets. It is not permitted to make additional copies of the keys. Please see the Director of Facilities if any original keys are lost or misplaced. All maintenance requests should be directed towards the Director of Facilities as well.

Swipe Card- Exterior Key/Identification

The Computer Networking Technician, Mr. Bailey, will provide the new teachers with their Swipe key card. Please see him if you misplace or lose your card.

CSIU (Student Grades and Attendance)

You will need to see the Computer Networking Technician, Mr. Bailey, for log in credentials for "CSIU", the system APAVTS uses for attendance and student grades. Your mentor will provide assistance in the daily use of CSIU.

Daily Student Attendance Reporting

All instructors are required to submit their student attendance electronically via CSIU twice daily (15 minutes after the morning and afternoon students have all arrived).

Absence, slips are shown at the end of section 1.

Office Supplies

Requests for office supplies are submitted to the Main Office. The request must be accompanied by a completed "Supply Requisition Form". Please allow twenty-four (24) hours for delivery of the supplies. A copy of the form is included at the end of section 1.

Child Abuse Training

All new employees are required to undergo training for recognizing and reporting abuse. This is a state-mandated training that is required. A copy of the certificate must be given to the Business Manager after it has been completed. It is also suggested to keep a hard copy of the certificate in your personal file as well.

Current School Year Calendar

New teachers will need to become familiar with the school calendar for the upcoming year. It is recommended to post the calendar in your classroom. A copy of the academic calendar is included at the end of section 1.

APAVTS Administrative, Faculty, and Staff Directory

All new employees should keep a copy of the school directory close at hand. It is important to know the names and extension of all personnel in the various departments: administration, business office, maintenance, faculty, postsecondary faculty/staff, instructional support, counseling, school resource officer, and IT support. All classrooms have phones, simply dial the three-digit number to reach the appropriate faculty or staff member. New teachers should also keep a listing of faculty and staff email addresses. APAVTS email addresses are simple to remember – first initial followed by last name @ap.tec.pa.us. A copy of the directory is included at the end of section 1.

Reporting of Sick/Emergency Days and Personal Day Requests

Sufficient notification must be given by teachers reporting off for illness or emergency. All teacher are required to maintain and emergency substitute folder it provide adequate instruction/activates for your students. A copy of the leave request form is provided at the end of section 1.

Length of the School Day

The school day for faculty is from 7:45 AM to 3:00 PM. Teachers will also typically be given Hall duty assignments. Please be at your assigned area prior to the arrival of the morning or afternoon students. A thirty-minute duty-free lunch is included during the work day. Teachers must have administrative approval to leave prior to the end of the school day.

Student Daily Arrival and Dismissal Schedule

Teachers need to be aware of the arrival and dismissal times for a normal school day as well as two hour delays due to inclement weather. The 9 sending schools (Bishop Carroll, Blacklick Valley, Cambria Heights, Central Cambria, Conemaugh Valley, Harmony Area, Northern Cambria, Penn Cambria and Portage Area) all arrive and depart at different times. It is important to post the transportation schedule and two hour delay schedules in your classroom. A copy of each is included at the end of section 1.

Copies of Referenced Forms in Section 1

New Teacher Clearance Requirements

1. Pennsylvania State Police Criminal History Record Check Form (SP4-164) – Act 34

website: <https://epatch.state.pa.us>

- Select "Submit a New Record Check" and complete
- Follow instructions through to the Certification Page
- Once the search results Table appears, click on the control number (retain control number for your records)
- Click on Certification Page and print

2. Pennsylvania Child Abuse History Clearance – Act 151

website: <https://www.compass.state.pa.us/CWIS/public/home>

- Create an account or log in if you already have an account
- Complete clearance request application
- Once application is complete, it will give you your status. They will send an email when completed. Follow the instruction to print your certificate.

3. FBI Criminal History Records – Act 114

<https://www.identogo.com/locations/pennsylvania>

- Click on "Digital Fingerprinting"
- Enter **Service Code 1KG6XN** (FBI clearance for PDE-School Districts); For Volunteer use 1KG6Y3.
- Select "Schedule or Manage an Appointment"
- Complete your information
- Be sure to register for the **PDE -School Districts (PA Dept. of Education)**
 - *IF YOU FAIL TO REGISTER THROUGH PDE LINK YOU WILL HAVE TO REPAY TO DO IT AGAIN.*
- Print registration receipt to take with you to fingerprint site

IdentoGO
406 Magnolia St.
Northern Cambria, PA 15714

Attendance Office – Excuse for Absence

EXCUSE FOR ABSENCE

Name _____ was absent from

Admiral Peary AVTS on _____

Vo-Tech Instructor _____

A statement from parent or guardian indicating the reason or justification for absence is required. Please state reason below.

Signature Parent/Guardian **Date**

Note: Prolonged or frequent absences due to illness may require a statement from a physician. All excuses are kept on file

**ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL
2022-2023**

3/17/2022

M	T	W	Th	F
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AUGUST (5 Days)

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER (21 Days)

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER (20 Days)

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER (18 Days)

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER (17 Days)

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Day 45:	10/28/2022
Day 90:	1/17/2023
Day 135:	3/23/2023
Day 180:	5/30/2023

AUGUST

23-24 Teacher Inservice
25--First Day of School

SEPTEMBER

5--Labor Day

OCTOBER

10--Columbus Day
13--Open House
6 & 20 Occupational Advisory Meetings

NOVEMBER

10--Act 80 Day
11-Veterans Day
24-28- Thanksgiving Vacation

DECEMBER

26-30 Christmas Vacation

JANUARY

13--Teacher Inservice
16--Martin Luther King Day

FEBRUARY

17--Act 80 Day
20--President's Day

MARCH

17--Teacher Inservice

APRIL

7--Easter Vacation
10--Easter Vacation

MAY

29--Memorial Day
30--Day 180
31--Day 181

M	T	W	Th	F
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JANUARY (19 Days)

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY (19 Days)

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH (22 Days)

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL (18 Days)

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY (22 Days)

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE

			1	2
5	6	7	8	9

**ADDITIONAL SNOW
DAYS WILL BE ADDED
TO THE END OF THE
CALENDAR**

TELEPHONE EXTENSIONS & ROOM NUMBERS

Area	ADMINISTRATION		Ext. #	Rm #
Executive Director	Mr. Paronish	306	223	
Assistant Director	Mr. Luther	223	217	
Business Manager	Mr. Revesz	303	221	
Guidance Counselor	Mrs. Wurm	307	219	
School Police Officer	Mr. Anslinger	333	216	
Secretary	Ms. Becquet	305	218	
Secretary	Mrs. C. Conrad	302	218	
Secretary	Mrs. Zernick	301	218	
Receptionist	Ms. Makin	318	216	
Health Room Nurse	Mrs. Abel	346	208	
Conference Room	(Main Office)	308	225	
TECHNOLOGY				
Computer Network Tech.	Mr. Bailey	313	214	
LEARNING SUPPORT				
Learning Support Instructor	Ms. Hudak	310	217-C	
Learning Support Instructor	Mr. Harr	309	217-A	
Learning Support /Co-Op	Ms. Kuhn	312	217-B	
Paraprofessionals:				
Mr. Nihart – Auto Body	TBD – Eng Tech			
Mr. Leydig – Auto Tech	Ms. Keith – Health Asst.			
Mr. Sheesley – Carpentry	Mr. Farabaugh – HVAC			
Mr. Bukowski – Construction Trades	Mr. Polchito – Masonry			
Mr. Charles – Cosmetology	Ms. Muir – PAES			
Ms. Farabaugh – Cosmetology	Mr. Musselman – Small Engine			
Ms. Shroyer – Culinary	Mr. Stiles – Welding			
Mr. Learner – Diesel Mechanics				
Ms. Semetosky – Early Childhood				
Ms. Reynolds – Elec Tech				
FACILITIES / MAINTENANCE				
Facilities Director:	Mr. Commons	351	108	
Maintenance Office:	Mr. Beach	347	123	
Custodians:	Mr. Kuzilla, Mr. Boring	347	123	
Boiler Room		364	124	
Equipment Room		357	105	
Garage		365		
HVAC Control Room		333	240	
Warehouse		332	239	

Tel_Directory_21_22 (Autosaved), 08/18/2022

Area	Instructor	Ext. #	Rm #
CLASSROOMS			
Auto Body	Mr. Burkhardt	349	121
Auto Technology	Mr. Diehl	350	122
Carpentry	Mr. Wargo	361	102
Construction Trades	Mr. Zernick	356	111
Cosmetology I	Mrs. Snyder	336	228
Cosmetology II	Mrs. Weakland	335	229
Culinary Arts	Mrs. Baker	334	238
Diesel Mechanics	Mr. Behory	348	120
Early Childhood Education	Ms. Brodish	321	302 (BTC)
Electrical Technology	Mr. Claycomb	340	213
Engineering Tech	Mr. Rudnik	345	209
Health Assisting	Ms. Settle	337	227
HVAC	Mr. Olenchick	358	104
HVAC Classroom		366	107
Machining		368	118
Masonry	Mr. Teeter	360	101
Masonry Classroom		359	101 A
Networking Technology	Ms. Kallas	338	224
PAES (Classroom)	Mrs. Kirsch	329	232
(Cordless phone)		330	232
Small Engine Repair	Mr. Wagstaff	362	103
Welding	Mr. Mazzarella	354	112
Alternative Education/Penns Manor (Lynne Sauter)		363	107
Continuing Ed Computer Lab (Room 202)		343	202
Room 203		342	203
Room 204		341	204
Room 228		336	228
SAGE Test Room		344	228
Respective Solutions		472-2225	315
Headstart		471-0470	235
Learning Lamp		419-8782	

Admiral Peary AVTS – Phone (814) 472-6490

FAX (814) 472-6494

948 Ben Franklin Hwy. Ebensburg, PA 15931

Admiral Peary AVTS

LEAVE RECORD

Employee _____

For absence from duty on the following date(s):

Involving a total **NUMBER** of:

Indicate the **TYPE of LEAVE**:

	Full Day(s)
	1/2 Day(s) (AM)
	1/2 Day(s) (PM)

	Sick Leave
	Personal Leave
	Vacation Leave
	Other _____

Employee Signature _____

Date _____

Approved by _____

Date _____

Sub Assigned _____

By _____

Admiral Peary Transportation Schedule

**** Arrival/Dismissal Times May Vary****

Morning (AM) Session Arrival Time

TBD- Blacklick Valley
7:45AM- Cambria Heights
7:45AM- Central Cambria
TBD- Northern Cambria
8:00AM- Penn Cambria

Morning (AM) Session Dismissal Time

10:30AM- Central Cambria
10:35AM- Penn Cambria
10:45AM- Blacklick Valley
10:45AM- Northern Cambria
11:00AM- Cambria Heights

Afternoon (PM) Session Arrival Times

11:45AM- Blacklick Valley
11:45AM- Northern Cambria
11:45AM- Harmony Area
11:45AM- Conemaugh Valley
11:50AM- Portage Area
12:00PM- Central Cambria

Afternoon (PM) Session Dismissal Times

2:10 PM- Harmony Area
2:15 PM- Conemaugh Valley
2:35 PM- Blacklick Valley
2:35 PM- Northern Cambria
2:35 PM- Portage Area
2:35 PM- Central Cambria

2-Hour Delay Schedule for Weather Related Events

9:30	Full-time AIDE bus duty
9:30	Teacher sign in then report to assigned area
9:45-10:00	Attendance time
9:45-11:00	AM session
11:00-11:05	AIDE bus duty time
11:00-11:35	Teacher lunch
11:35-11:45	Teacher prep time
11:45-12:00	Attendance time
11:45-2:35	PM session
2:35	Students dismissed
2:35-2:40	AIDE bus duty time
2:35-3:00	Teacher prep time
3:00	Teacher dismissal/sign out

Section 2

You and Your Mentor

Introduction

The support of a mentor is critical to the success of a new teacher. Your mentor has been selected by the Administration and will serve as your “instructional coach” throughout the induction process. Your mentor will provide guidance as you acquire the working knowledge of the practices and policies of the school.

The Assistant Director will also play a key role in the new teacher induction process. In addition to selecting your mentor, he/she will meet with you often during the first few weeks of school (possibly daily). Informal observations will be performed to assess your progress and offer feedback. New teachers will also be required to attend monthly “New Teacher Meetings” with all new faculty members and their mentors. It is important for new teachers to know that administrative support is always there for them.

Mentors

Your mentor has been selected based on the following criteria:

1. Recognized as an excellent teacher
2. Works well with students and faculty/staff
3. Has excellent organizational skills
4. Implements successful instructional techniques and strategies
5. Demonstrates good listening skills and an understanding of the needs of a new teacher
6. Motivated to contribute to the professional development of the new teacher
7. Possesses a positive attitude and a genuine enthusiasm for teaching
8. Is willing to share resource materials and ideas

Mentor Responsibilities

It is the responsibility of the mentor to attend all induction sessions and to support the inductee throughout the duration of the induction program (the entire school year).

The mentor will meet with the new teacher at least once per week during the first three months of employment and record the meetings on the “Mentor/New Teacher Weekly Meeting Log”. Beginning with the fourth month, the mentor will meet with the new teacher on an “as needed basis” with a minimum of once per month. However, the new teacher may communicate daily with the mentor via phone or e-mail if urgent situations arise. It is important for the mentor to understand that he/she is always available if the new teacher is in need of support.

Needs of Beginning Teachers to be addressed by Mentors

1. Managing the classroom
2. Acquiring information about the building, the sending school districts, and APAVTS
3. Obtaining instructional resources and materials
4. Planning, organizing, managing instruction, and other professional responsibilities
5. Assessing students and evaluating progress
6. Motivating students
7. Using effective teaching methods
8. Dealing with student needs, interests, abilities, and problems
9. Communicating with APAVTS faculty, staff, and administration
10. Communicating with parents
11. Adjusting to the teaching environment
12. Emotional support

Weekly Mentor Meetings

It is required for new teachers and mentors to attend the weekly meetings for the first three months of employment. Meetings can be scheduled before the start of the school day, during the thirty-minute planning period over the lunch hour, or at the end of the school day. It is suggested that the meetings do not exceed thirty minutes in length. Each meeting should follow a specific agenda and include topics that can be e-mailed to the new teacher in advance. Copies of all meeting information should be submitted to the Assistant Director of in a timely manner. Make up meetings must be scheduled at the earliest possible convenience. This may require multiple mentor meetings scheduled in one week to make up for missed meetings. See the weekly mentor meeting log at the end of section 2.

Peer Observations

The new teacher will be required to observe a veteran teacher a minimum of once per quarter (nine-week marking period). It is suggested to perform the observations in both classroom and shop/lab lessons. Your mentor will schedule the observations for you. The results of the peer observations should be discussed at the next weekly mentor meeting. The new teacher must request coverage to have a staff member cover your program area during the observation. Observing veteran teachers can be a valuable learning experience for new educators.

Director/Assistant Director Observations (Formal and Informal)

The Director /Assistant Director will observe new teachers early in the school year and often both formally and informally and provide feedback to the employee. A daily check-in in the first two weeks of school is suggested. Two formal observations will be conducted during the first year (both announced) which will include: a pre-observation conference, observation, and post-observation evaluation conference. The Director/Assistant Director may use the observation results to schedule additional professional development activities to aid in the growth process of the new educator.

Important Information to Discuss with Your Mentor

Classroom Preparation – It is important for a new teacher to organize their classroom for an effective learning environment. Thought should be given to the student seating arrangement, placement of the teacher’s desk, and the location for posting important school-related information (current year school calendar, sending school arrival/dismissal schedules, and upcoming important activities and dates). Teachers should encourage students to maintain the classroom in a neat and orderly fashion at all times. This promotes a sense of pride in their program area as well as contributing towards the safety of the classroom environment. The new teacher may also learn from peer observations with veteran teachers which classroom arrangements appear to be more effective. This can be a “trial and error” process to see what works or what does not.

Daily Agenda – New teachers will benefit from posting a “daily agenda” on their white board each day. Not only will this help them properly prepare for each day, but also gives the students a quick introduction to the day’s topics. This may help to avoid the inevitable “what are we doing today” question that many students ask upon entering the classroom. Competencies addressed during the classroom theory and hands-on lab/shop time should be included with the agenda. Teachers will also find this to be helpful with overall time management and organizational skills. All teachers are suggested to keep a daily planner for all activities; both instructional and non-instructional. This can help prioritize daily tasks and successfully meet deadlines. Keep your daily instructional agenda simple, in outline form, which can be easily understood by the students. Remember to update lesson plans on a daily basis. The next day’s agenda may include a brief review of the previous day. This can be a great tool for formative assessment. If in doubt, review.

Bell Ringer – A daily bell ringer can be a great tool to introduce the day’s new lesson. This can also serve as a quick assessment of the student’s advanced knowledge of new topics. Veteran teachers tend to make the bell ringer relevant to the daily lesson. This may stimulate student thought on the subject and help to prepare them mentally for the new lesson. Bell ringers should be brief, completed in a few minutes or so. They can be handed in or kept in the student’s notebook (see next topic). Bell ringers can also be part of a student’s daily grade.

Your Program Area’s CIP Code (Classification of Instructional Programs) - All approved Career and Technical Education (CTE) Programs of Study (POS) are assigned a CIP code (Classification of Instructional Programs) by the Pennsylvania Department of Education (PDE). It is important for a new teacher to become familiar with your program’s CIP code and task list. The task list describes competencies that your students must achieve during their two, three, or four years in your program. You will update each student’s task list to indicate the competencies achieved by the end of each school year. It is important to provide each student with a list of the competencies to allow them to become familiar with the tasks. Each CIP code is specific to the individual POS. It will be helpful to review yours with your mentor during the first week of school. The task list will be the basis of your instructional strategy for the entire school year. Your daily/weekly lesson plans should be structured to align with your task list requirements. Please see the Assistant Director with any specific questions regarding your approved POS or CIP code task list. An example of a CIP code (partial list for Cosmetology) is provided in the forms section at the end of section 2.

Individualized Education Program (IEP) – A student who has been identified with a specific learning or functional disability may be provided with an Individualized Education Program (IEP). Parents or legal guardians will work with the sending school district to have their child receive support services relative to the recognized learning disability. A case load manager, who is typically a certified Special Education teacher, is assigned by the sending school to coordinate the entire IEP process. The IEP is typically updated yearly and modified as needed to meet the specific goals stated in the evaluation. APAVTS teachers are encouraged to attend IEP meetings if at all possible. You may be asked to provide input to the case load manager prior to the meeting - please submit this in a timely manner; this information is critical in updating the IEP. When reviewing the IEP, pay particular attention to the “Program Modifications and Specially Designed Instruction (SDI)”. APAVTS teachers must follow all listed accommodations or risk violating a student’s IEP - this is a serious matter and must be avoided at all costs. The APAVTS Academic Instructional Support personnel will provide all teachers with updated IEP’s when received from the sending schools. Teachers will acknowledge receipt (in writing) of the IEP. Please keep your IEP’s in a secure location - they contain confidential information. Please destroy previous copies of the IEP (keep the most recent version only). See the Assistant Director/Director or the Learning Support staff with any questions regarding the interpretation of the SDI’s in the IEP. APAVTS teachers will be provided with the case load manager’s contact information (name, email address, phone number and extension) should they need to contact him/her regarding a student’s academic performance or behavioral issues at APAVTS. A copy of a sample IEP cover page, which indicates the required accommodations, is provided at the end of section 2. The entire IEP may contain up to forty pages and will be given to teachers when available.

Preparation of Daily Lesson Plans – The preparation of daily lesson plans is a new concept for teachers coming directly from business or industry. Your mentor will be very helpful in assisting you with the structure and organization of your daily and weekly instructional strategies. It is critical to align your lesson plans with the competency task list stated in your program of study CIP code. Please review your task list with your mentor if you haven’t done so already. A well-prepared lesson plan should include the following:

1. Daily arrival activity – bell ringer works well for this
2. The day’s agenda – outline form on white board, review together with students
3. Competencies addressed with lesson – see CIP code task list. Students should have a copy and be familiar with the competency requirements
4. Check for understanding of the lesson – assess student learning throughout the presented lesson
5. Summary/Closure activity – review, ask questions. Did they get it?

Many veteran teachers prepare a daily theory lesson of approximately 30 minutes in length. It is recommended to align the theory topic with the hands-on concepts performed in the lab/shop. Teachers are also required to have available a binder with three-days of “Emergency Lesson Plans” in case a substitute teacher is needed in your program. A copy of the APAVTS “Instructional Model Lesson Plan Format” is included at the end of section 2.

Student Performance Measure (SPM) – A Student Performance Measure is a significant factor in the evaluation of classroom teachers and building leaders. District approved student performance measures will document the specific amount of student growth attributable to the teacher or building leader between two identified points in time

It is important to keep in mind that the Student Performance Measure (SPM) is a process that allows educators to have a great deal of control and responsibility over their instructional practice and evaluations. In this process, teachers take responsibility for selecting the goals, setting performance indicators/targets, and selecting performance measures, which will be used to determine their effectiveness with the students they are instructing in a specific grade level, course, or subject area. These SPMs are one part of the multiple measures that will be used to evaluate teachers and comprises no more than 35% of a teacher's final rating.

SPMs should be submitted to Mr. Luther no later than October 15th. Mr. Luther will meet with teachers' mid-year to review the SPM Adjustments. SPMs should be completed no later than February 15th.

APAVTS Grading – The APAVTS “Grading Policy” is explained in detail in the “Teacher Handbook 2022-2023”. It is recommended for new teachers to review this with their mentor. The grading model presented in the faculty handbook uses the following criteria: theory/knowledge (cognitive assessment), skill/performance (psychomotor assessment), and attitude/work ethic (soft skills assessment). This comprehensive approach will help to fairly evaluate a student's performance on a daily or weekly basis. Whichever assessment method is utilized; it is a good practice to have a rubric as a basis for the grade's determination. There are no specified minimum number of grades required for each quarter, but it is recommended to perform some form of assessment on a daily or weekly basis. It will be important to discuss your intended grading strategy with your mentor. Your mentor will also provide assistance in setting up your gradebook in CSIU. In addition to attendance reporting, CSIU is also utilized for entering student grades. A new teacher may want to discuss grading strategies with other veteran teachers as well.

Grading will be an important topic for discussion in the monthly new teacher meetings with the Assistant Director. Copies of the grading policy and home school letter grade/percentage conversion scales are provided at the end of section 2.

National Occupational Competency Testing Institute (NOCTI) – New CTE teachers will need to become familiar with the NOCTI testing process. Participation in the NOCTI assessment is a PDE requirement for all graduating seniors who meet the definition of a “concentrator” in an approved program of study. A concentrator is defined as a senior student, who by the end of the current school year, has successfully completed at least 50% of the minimum technical instructional hours for PDE program approval. The term “successfully completed” equates to receiving a passing grade. Passing grades in each quarter should be counted even if the student does not receive a passing grade for the entire school year. Also, a student must be currently enrolled in their program to test. Students transferring to a new program and who do not meet the concentrator definition in the new program – will not be eligible to test. Students with IEP's may receive specific accommodations for the NOCTI assessment. These include: text-to-speech for online tests, extended time for both online and performance tests, and tests read aloud. It is a common misconception that an IEP alone disqualifies a student from testing. The IEP must state “PSSA/Keystone Exemption” for a student not to participate in the NOCTI assessments. However, a student may still test (even if exempt) if it is upon the recommendation of the IEP Team.

A pre-test in the written (cognitive) component is typically administered in October of the senior year. In April, both the written and hands-on (psychomotor) components will be administered. Students will receive percentage scores placing them in one of three levels:

Basic (lowest), Competent (middle), and Advanced (highest). Students are encouraged to score at the advanced level, however, a competent score is acceptable. Currently, seventeen APAVTS programs participate in NOCTI testing. More detailed questions may be directed to Assistant Director or the APAVTS NOCTI Testing Coordinator. NOCTI works quite well for this since the pre and posttest written components are identical. The APAVTS NOCTI Testing Coordinator can provide assistance with the interpretation of testing data for your SLO. All teachers participating in NOCTI testing will receive comprehensive reports regarding student results. Please see the Assistant Director with any specific questions regarding a student's NOCTI eligibility

Cooperative Education (Co-Op) – The Cooperative Education (Co-Op) Program is a cooperative effort by parents and students, the school, and business and industry to help bridge the gap between the school and the world of work.

At a certain point in the learning process, application of learning can be more effective through actual work experience. Thus, the Co-Op Program takes the school curriculum beyond the four walls of the high school and uses the community as its classrooms.

The Co-Op Program is intended for qualified and approved students and is designed for work experience in an OCCUPATIONAL AREA COMPATIBLE WITH THE STUDENT'S CHOSEN COURSE. Students participating in the Co-Op Program attend their home school for one-half day for related or academic studies, and then report to their assigned employers for the remaining half-day.

Selection for the Admiral Peary AVTS Co-Op Program is a cooperative effort. People involved in the selection process include: The Vo-tech instructor, the home school guidance counselor and the cooperating business or industrial representative. The final determination is made by the cooperative education coordinator. In addition, parents are requested to sign a training agreement indicating their permission for the student to participate in the program. Attendance and grades are very critical when considering students for Co-Op. Any student with an extensive discipline record will not be eligible for the Co-Op program. In order for a student to be eligible for the Co-Op program, they may not have more than 8 total absences or 3 unexcused absences, excluding medical or legal absences. In addition, a student may not acquire more than 3 tardies during the school year.

Occupational Advisory Committee (OAC) - PDE requires the establishment of Local Advisory Committees (LAC) and Occupational Advisory Committees (OAC) as a condition for career and technical education program approval. The LAC provides overall direction for the career and technical center (APAVTS) and the OAC is established to provide guidance for the individual program areas at APAVTS. As a CTE teacher, you will be required to establish and maintain an OAC consisting of: local business and industry members in fields related to your program area, former students, and at least one representative from postsecondary education. Your OAC will meet twice yearly and minutes must be recorded on the APAVTS-approved agenda template and submitted to Assistant Director within one week of the meeting date. Your OAC serves to provide recommendations to improve the quality of your occupational program area, strengthen the relationship between APAVTS/business and industry/the community, and to provide assistance in keeping your program's curriculum updated with current industry trends. Copies of the OAC agenda templates will be forwarded.

Articulation Agreements/SOAR Program Credit – PDE supports Career and Technical Education Students by aligning their high school CTE courses to colleges offering degree, diploma, or certificate programs. SOAR stands for “Students Occupationally and Academically Ready” and qualifying programs articulate skills and tasks gained at the secondary level to course credit earned in a postsecondary (college) program. You can find colleges that offer articulated credit with SOAR by visiting www.collegetransfer.net and searching the available statewide articulation agreement partnerships between secondary schools and postsecondary institutions. College-level credit is acceptable for up to three years after the graduation date from the program of study at the career and technical center. See the Assistant Director for details in helping students apply for SOAR credits.

Career and Technical Student Organizations (CTSO) – CTSO’s work as an integral component of the classroom curriculum and instruction. Through the application and engagement of students in hands-on demonstrations and real life and/or work experiences, CTSO’s help guide students in developing a career path and provide opportunities to hold leadership at the local, state, and national level. A CTSO, when implemented correctly by a dedicated and trained CTE teacher, is an integral part of a well-structured, high-performing CTE program. CTSO’s are designed to be integrated directly into the curriculum; they are not just extracurricular add-ons to a program. CTSO’s are not just “clubs” or merely “competitions”. They are much, much more.

A listing of the available CTSO’s at APAVTS are as follows:

1. **SkillsUSA** – all students
2. **Student Council** – all students

Please discuss your program’s CTSO options with your mentor. It is important to encourage all students to participate in at least one CTSO during their APAVTS career. Eventually, you may be asked to serve as an advisor to one of the CTSO’s.

Student Discipline – It is important for all teachers to have students maintain an acceptable level of behavior in the classroom and lab/shop areas. All programs must have a written list of rules and regulations that are distributed and explained to students during the first week of school. It is expected of the teacher to handle as much of the disciplinary action as possible. When a student is referred to the Director/Assistant Director for disciplinary violations, it will be understood that all measures by the teacher have been exhausted. A “Student Disciplinary Referral Form” must be submitted within 24 hours of the infraction (refer to the “2022-2023 Teacher Handbook” for examples of the Categories I, II, III, and IV infractions). It is very important to discuss disciplinary procedures with your mentor. Student discipline is one of the most difficult areas for a new educator.

Communicating with Parents/Guardians – There is no specific APAVTS rule or policy that states “how often” a teacher must communicate with a parent or guardian. However, the understanding must be that teachers will communicate with parents or guardians throughout the school year to discuss challenges, academic deficiencies, or behavioral changes that are detrimental to a student’s success at APAVTS. It is important to maintain an open line of communication whether it be by phone, email, or face-to-face meetings. It is advised to consult with veteran teachers in order to share communication strategies. It is much easier to have a parent or guardian “work with you” rather than work against you. This will also be a topic for the monthly new teacher meetings with the Assistant Director. Your mentor may have experiences to share with you as well.

APAVTS Purchase Order (P.O.) System – All APAVTS programs have operating budgets that may require the purchase of materials or equipment throughout the school year. You will need to learn how to use the APAVTS purchase order system to prepare and submit P.O.'s for these requests. You should review the process initially with your mentor. Further training from the Business Office may be necessary to completely understand the system. Please see the APAVTS Business Manager for additional assistance.

Safety Training – An important topic to address with students during the first week of school is safety, both in your classroom and the lab/shop area. It is required of students to wear safety glasses at all times while in your lab/shop area whether they are operating equipment or not. Students may wear the APAVTS-issued safety glasses or purchase their own provided they meet the minimum safety standards. Students failing to abide by the required protective eye wear policy may be subject to disciplinary action. Continued infractions may result in expulsion from the program. It is expected of teachers to enforce all safety rules and regulations at all times. Another important area of safety training is the proper operation of equipment in your program area. It is required to have each student complete safety training for all equipment used in your lab/shop area. Maintain copies of the signed forms acknowledging the successful completion of the required training.

Proper supervision of students at all times is required to help promote a safe environment in your program area. Do not leave students unsupervised in your program area. Please ask for temporary coverage if you must leave your program area.

Students in the Construction wing programs will attend additional safety training in their first year. The Occupational Safety and Health Administration (OSHA) 10-hour construction safety training course is normally conducted at the beginning of the school year. Students that complete the entire 10-hour training session will receive an OSHA card that has no expiration date and does not require recertification. The OSHA training is provided at no cost to the student. If you are a new teacher in the construction trades, please discuss the OSHA training with a veteran teacher in the construction wing.

Professional Behavior – New teachers must be mindful of many things in addition to the delivery of instruction. It is essential that teachers exercise care and caution in the way in which they behave around students. To protect themselves physically, mentally, legally, and professionally, the following circumstances deserve emphasis.

1. **Touching students** – a teacher who touches a student for perfectly innocent reasons puts himself/herself at risks for accusations of abuse, sexual harassment, or even assault. Even groundless charges can damage the reputation of a teacher.
2. **Being alone with students** – teachers should avoid being alone with students, especially in locations outside the educational setting. Allegations of misconduct can develop as a result of simple appearances.
3. **Videos and the internet** – teachers need to exercise care in the selection of videos and websites. APAVTS has an acceptable internet use policy which governs the use of school technology for instructional purposes only. You are required to review all instructional videos before showing them to your students. Acceptable use will also apply to a student's personal devices (smart phone, laptop, etc.).
4. **Student records and confidential information** – all school personnel are responsible for protecting information about students. Conversations about individual students should be conducted privately with only those who have a right or responsibility to

know the information. A student's test score or grade should never be shared with other students.

5. **Union representation** – teachers who work at APAVTS have a teacher's association (union). New teachers should become acquainted with the union leaders and building representatives and should contact these individuals in the event their conduct is being questioned or where disciplinary action may be taken against them.

Student Dress Code/Uniform Policy – Each program at APAVTS has a uniform that students must wear in their classroom or lab/shop area. Students will be required to purchase the program uniform (ordered through the school) and wear it at all times. Students with a financial hardship will be provided assistance in purchasing the required uniform. The student will be required to clean his or her uniform on a regular basis and replace it as necessary (the dress code/uniform policy is explained in the “2022-2023 Student-Parent Handbook”). Any questions should be addressed by your mentor or the Assistant Director.

Career and Technical Education (CTE) Acronyms – It is important to become familiar with the many acronyms that are regularly used in career and technical education. New teachers coming directly from business and industry may have little or no prior knowledge in their meaning or interpretation. It is helpful to discuss these acronyms with your mentor. The following is a list of common acronyms in use at APAVTS.

1. **ACTE** – the Association for Career and Technical Education (CTE's national association)
2. **ADA** – Americans with Disabilities Act
3. **ADD/ADHD** – Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder
4. **AP** – Advanced Placement
5. **AYP** – Adequate Yearly Progress
6. **BCTE** – Bureau of Career and Technical Education
7. **CIP** – Classification of Instructional Program (codes)
8. **CTC** – Career and Technical Center, formerly Area Vocational Technical School (AVTS)
9. **CTE** – Career and Technical Education
10. **CTSO** – Career and Technical Student Organization
11. **ESSA** – Every Student Succeeds Act
12. **FCCLA** – Family, Career and Community Leaders of America
13. **FERPA** – Family Education Rights and Privacy Act
14. **FFA** – formerly “Future Farmers of America”. Identified today by acronym only
15. **FRP** – Field Resource Person
16. **GED** – General Equivalency Diploma
17. **HPO** – High Priority Occupation
18. **IDEA** – Individuals with Disabilities Education Act
19. **IEP** – Individualized Education Program
20. **IU** – Intermediate Unit
21. **JOC** – Joint Operating Committee
22. **LAC** – Local Advisory Committee
23. **LEA** – Local Education Agency
24. **NCLB** – No Child Left Behind Act. Replaced by Every Student Succeeds Act (ESSA)
25. **NIMS** – National Institute of Metalworking Skills
26. **NOCTI** – National Occupational Competency Testing Institute
27. **NTHS** – National Technical Honor Society
28. **OAC** – Occupational Advisory Committee

29. **OCA** – Occupational Competency Assessment
30. **OCR** – Office of Civil Rights
31. **OSHA** – Occupational Safety and Health Administration
32. **PACTA** – Pennsylvania Association of Career and Technical Administrators
33. **PDF** – Portable Document Format
34. **PBA** – Project-Based Assessment. Also, Pennsylvania Builders Association
35. **PBL** – Project-Based Learning
36. **PDE** – Pennsylvania Department of Education
37. **PIMS** – Pennsylvania Information Management System
38. **PLTW** – Project Lead the Way
39. **POS** – Program of Study
40. **PSSA** – Pennsylvania System of School Assessment (replaced by Keystone Exam)
41. **SAS** – Standards Aligned System
42. **SkillsUSA** – Trade and Industrial education student leadership organization
43. **SOAR** – Students Occupationally and Academically Ready
44. **STEM** – Science, Technology, Engineering, and Mathematics (**STEAM** if “Art” added)
45. **TIMS** – Teacher Information Management System
46. **Voc 1** – Vocational Instructional I certification
47. **Voc 2** – Vocational Instructional II certification
48. **WBE** – Work-Based Education
49. **WBL** – Work-Based Learning
50. **WFED** – Workforce Education and Development

Summary and Conclusions

New teacher induction is an education reform whose time has come. Methods of addressing these needs that are proven or promising include: handbooks, mentors, orientation programs and materials, administrative feedback/support, and specific training in the area of pedagogy (the discipline that deals with the theory and practice of teaching and how these influence student learning). Areas of special needs for CTE teachers include: managing career and technical student organizations, concerns related to equipment and laboratories, safety issues, adequacy and maintenance of equipment, ordering equipment, and maintaining community support. Research suggests that **content, intensity, and duration** are important for successful new teacher induction programs. The overall effect depends on how much induction one gets and for how long.

We hope the issue of “content” has been properly addressed in this manual, however, the remaining two components, **intensity** and **duration**, are dependent upon the relationship between the new teacher and his or her mentor. Faithfully following the weekly mentor meeting schedule and becoming familiar with the concepts listed previously are critical for the success of the program.

Copies of Referenced Forms in Section 2

APAVTS Mentor/New Teacher

“Weekly Meeting Log”

New teacher _____ Mentor _____

Date _____ Time start _____ Time end _____


What’s working:	Current focus/challenges/concerns:
New teacher’s next steps:	Mentor’s next steps:

New teacher signature _____ date _____

Mentor signature _____ date _____

Vice President of Secondary Education signature _____ date _____

(New teacher and mentor to keep copies of all weekly meetings in binder)

Unit/Standard Number	 <p style="text-align: center;">High School Graduation Years</p> <p>2017, 2018 and 2019</p> <p>Cosmetology/Cosmetologist, General CIP 12.0401 Task Grid</p>	Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
	Secondary Competency Task List	
100	Bacteriology Disinfection Sanitation	
101	Define the classifications and reproduction of bacteria and viruses.	
102	Define and compare the differences between sanitation, disinfection and sterilization.	
103	Perform infection control procedures for various salon tools and services.	
104	Administer universal precautions.	
200	Professional Attitude	
201	Prepare and maintain client documentation following a successful client consultation.	
202	Identify and demonstrate professional ethics.	
203	Demonstrate effective communication skills	
300	Business Practices	
301	Develop an effective management plan.	
302	Develop a personal financial plan.	
303	Identify, interpret and follow safety regulations, including SDS and OSHA.	
400	Pennsylvania Cosmetology Law	
401	Demonstrate an understanding of cosmetology laws, rules and regulations.	
500	Histology	
501	Identify the structure and composition of the integumentary system.	
502	Identify the structure and composition of the nail.	
503	Identify the structure and composition of the skeletal system.	
504	Identify the structure and composition of the muscular system.	
505	Identify the structure and composition of the nervous system.	
506	Identify the structure and composition of the circulatory system.	
600	Trichology	
601	Identify the structure and composition of the hair.	
602	Identify diseases and disorders of the hair and scalp.	
603	Analyze the characteristics of a client's hair and scalp.	

SCHOOL AGE INDIVIDUALIZED EDUCATION PROGRAM COVER SHEET (IEP)

School Age

Student Last Name [REDACTED] Student First Name [REDACTED] MI F
 Student ID# [REDACTED] DOB [REDACTED]
 Age 17 Grade 11th
 Building [REDACTED] Area Home District [REDACTED] SD
 Middle High School
 Student Address [REDACTED] Phone [REDACTED]
 Primary Exceptionality Specific Learning Disability
 Secondary Exceptionality
 Primary Guardian Last Name [REDACTED] First Name [REDACTED]
 Meeting Date for Current IEP 09/25/2017
 Date of Last Implemented IEP 09/26/2017
 Last ER Date 04/30/2015 PSSA? PSSA/Keystone With accommodations
 LRE: Inside the regular class 80 percent or more of the day
 Amount of Special Education: Itinerant - [01]
 Type of Support: Learning Support
 Add. Services and Support:
 Explanation of Extent: [REDACTED] will participate with students without disabilities in all classes. This placement was based on [REDACTED] present educational level, strengths, and needs.

Program Modifications and Specially Designed Instruction:

Description	Location	Frequency	Duration
Testing Accommodations to included: Extended time, testing in a separate location, small group testing, directions read aloud and clarified, modified multiple choice, word banks provided for fill in the blanks and essay questions, study guides provided before tests.	[REDACTED] Area High School	6.5 hours / day as student requests	09/24/2018

[REDACTED] will take her Math tests in small group setting in Room 17, as [REDACTED] Area High School As quizzes and tests are given
 student requests.

Study halls in a Learning Support environment [REDACTED] Area High School 3-6 X per 6-day cycle as schedule permits
 09/24/2018

Related Services:

Type	Location	Frequency	Duration
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Progress Report: PR 4 3/28/2022-4/22/2022

Admiral Peary Area Vocational Technical School
948 Ben Franklin Hwy
Ebensburg, PA 15931
School Telephone No: 814-472-6490

Grade: 12
Home District:
Student ID: 0000000000
ID: 0000000000

To the Parent/Guardian of :

Course : Heating Ventilation Air Conditioning

Staff:

Grades: 93

Comments:

- * Helpful to others
- * Hardworking

Period Attendance: Abs/Cum Abs:2/39 Tardy:0

Daily Attendance Absences: 1.00 Tardy: 0

Instructional Model Lesson Plan Format

Instructional Model Components:

- Competency Listed on the board
- Lesson Plan/Daily Agenda written on board with timelines
- Teach bell to bell
- Students engaged in learning upon arrival
- Student File (competency list, test/quizzes/homework, projects, etc.)
- Incorporate components of Educator Effectiveness Model
- Checking for understanding/evidence of student learning on a regular basis
- Working the room

Program: _____ Date: _____

Competency:

Arrival Activity:

Agenda/Lesson Plan:

Closure/Assessment:

GRADING POLICY

The intent of the grading procedure is to provide a numerical grade that accurately reflects the student's proficiency in a given marking period. The quarterly grade reflects work ethic, knowledge and skills.

Work Ethic

This portion of the grade will be determined by the willingness of the student to adhere to school and industry standards. Factors required when grading appropriate attitudes and habits are:

- Works independently and without need for constant supervision and direction
- Remains on task and follows through to completion
- Prepared for class
- Participates in classroom and lab area clean-up
- Respects the rules and regulations of the classroom and school
- Respects the rights of others
- Satisfactory attendance
- Appropriately dressed in Admiral Peary AVTS program area uniform

Theory/Knowledge

- Theory grade may be composed of the following:
- Written and/or oral tests and quizzes
- Written/oral reports
- Homework Assignments
- Understanding and adhering to safety practices

Skill/Competency

This portion of the grade will be determined by the number of completed competencies. The competencies assigned to the student will be based on the student's career objective. These competencies will be documented and rated by the instructor. Areas involved in the assessment of a competency are:

- Demonstration of safety practices
- Projects
- Basic skill competencies
- Procedures
- Operation of equipment
- Experiments

PLEASE NOTE: It is the responsibility of a student who has been absent to discuss the work to be made up with their instructor as soon as they return to school. Teachers have the option to give students and "I" for incomplete.

Section 3

APAVTS Standard Forms and Procedures (with Explanation)

Introduction

It is important for new teachers to become familiar with APAVTS's standard forms and procedures. Many procedures include specific forms that require signatures and detailed descriptions of the requested activity or event before approval is granted. New teachers can become familiar with these requirements by reviewing the forms and discussing specific questions with their mentor at the weekly meetings. APAVTS forms and procedures will also be topics of conversation at the monthly new teacher meetings with the Assistant Director.

Section 3 will also include an explanation of the APAVTS forms. This may not include ALL of them, but should include forms used by teachers on a regular basis. A copy of the form will be provided in the "Forms" section at the end of section 3. Forms that were included at the end of section 1 will not be included (Supply Requisition Form and Leave Request/Cancellation Form).

Please contact your mentor or the Assistant Director with any questions related to APAVTS's standard forms or procedures

Forms/Procedures

Discipline Referral Form – This form must be completed and submitted within 24 hours after a student is referred to for a disciplinary infraction. There are four categories (I, II, III, and IV) of infractions. Please be sure to correctly note the infraction and include a detailed description. You may also refer to the "2022-2023 Teacher Handbook" for a detailed description of the disciplinary policy.

One Day Student Parking Request – The APAVTS student driving policy is explained in detail in the "Student-Parent Handbook." As a general rule, students are not permitted to drive to APAVTS without administrative approval. Teachers may not give a student permission to drive to APAVTS.

Co-Op students may apply for a long-term parking permit through the School Police Officer. This requires advanced approval from the Cooperative Education Coordinator and the Executive Director. One- day or long-term parking permits must be properly displayed in the student's vehicle to avoid receiving a parking citation from the School Police Officer. Students that have received permission to drive may not transport students unless authorized.

Enrollment/Course Change – It is not uncommon for an APAVTS student to change programs. However, the change to the "new" program is not considered official until a properly completed "Enrollment/Course Change Form" has been received by the APAVTS Guidance Office. This form must be signed by the appropriate personnel at the technical school, and or verbal consent at the student's high school, and by the student and parents/guardians If you have a student

that is considering a program change, please have him/her discuss this with the APAVTS school counselor first. It is important to note the official date of the program change. Can only take place the first 7 days of school. Course changes cannot be made after that. This can affect the student's "concentrator" status in the new program as it applies to the NOCTI testing requirement. If a student has met 50% of the program hours by the time he/she graduates, they will be considered a concentrator and be NOCTI eligible.

Fundraiser Approval and Reconciliation Form – All proposed fundraisers for APAVTS student programs or organizations must have administrative approval before proceeding with the fundraiser activity. The Director/Assistant Director will review the activity first, sign the form if the fundraiser is acceptable, and then forward the form to the Business Manager for a signature. It is important to discuss the proposed accounting of receipts and expenses with the Business Manager. An accurate system to document payables and receivables is an absolute must for all fundraiser activities.

Field Trip Approval Form – This form must be completed and submitted to the Assistant Director two weeks prior to the monthly Joint Operating Committee (JOC) meeting that is scheduled in advance of the activity date. The students must also have completed "Parental Permission for a Field Trip" to be excused from classes at their home school. Please discuss transportation and chaperone requirements with the Assistant Director. The teacher requesting the field trip assumes the overall responsibility of coordinating the entire process. He/she must stay involved from start to finish to guarantee the submission of all requirement forms prior to the stated deadlines.

Incident Form – A reportable incident may be defined as "a sudden unexpected event that is distressing or disruptive to students and/or staff." These occurrences may involve both students and staff members. Examples of "Incidents" that teachers will need to report are:

1. Violence involving students that may or may not involve injury
Accidental injuries with one or more students either in the classroom or lab/shop area
2. Emotional outbursts that are either distressing or disruptive to other students or the teacher
3. Threats directed towards other students or the teacher
4. Harassment or behavior that could be described as "bullying" towards another student or group of students

It is important to carefully document the incident and submit the report form to the Assistant Director as soon as possible. You will need to have witnesses provide accounts of the incident. It is recommended to have all witnesses submit a typed or handwritten statement, in their own words, of the incident. A "Discipline Referral" may also need to be submitted if the incident involves inappropriate behaviors listed on the form.

Student Handbook Signature Form (2022-2023 School Year) – The student and parent/guardian will sign this form after reading the "2022-2023 Student-Parent Handbook" to acknowledge their understanding of the APAVTS policies and procedures as outlined in the handbook. The student and parent/guardian signature will also permit APAVTS to use photographs or video images of the student for marketing, recruitment, and special achievement. Failure to return the signature page on or before the specified deadline may result in the student's removal from his or her APAVTS program.

Requesting Transportation Memo – Teachers requesting the use of an APAVTS vehicle for transporting students for approved educational trips must contact Dave Commons.

Outstanding Student- It is important for teachers to recognize the accomplishments of their students. See Mrs. Wurm in the Guidance Office for more details.

Student Assistance (SAP) Program Referral – The Student Assistance Program (SAP) consists of a team of home school and APAVTS staff members that are trained to identify students that are having difficulty in school. These difficulties may include problems in academics, social and behavioral issues, emotional distress, and substance abuse. The task of the SAP team is to monitor students experiencing such difficulties and to assess needs for help and counseling. If you suspect a student in need of SAP support, please discuss the issues with the Director/Assistant Director as soon as possible. This will determine whether a SAP referral is required. Please remember that the information is confidential – it should not be discussed with other students or staff members.

Travel Expense Voucher – Teachers attending conferences or other approved educational events may be reimbursed for their expenses. The “Travel Expense Voucher” is used to document these expenses for submission to the Business Manager for reimbursement. Please remember to include all receipts for the expenses. The mileage reimbursement (State Regulated) portion is used for gasoline expenses when a teacher uses his/her personal vehicle. It will be included at the bottom-right section of the form along with the miscellaneous expenses. If approved, the teacher will be reimbursed at the next scheduled APAVTS check run.

Request for Approval – The “Request for Approval” form will be used when a teacher requests to purchase equipment, classroom supplies, or materials that may be very costly. Typically, these expenses are applied towards the teacher’s program budget. It will be important to explain the need of the purchase and its importance to your program. You will submit the completed form to the Business Manager for review. If the purchase is approved, you may have to complete a purchase order (P.O.) – the Business Manager will advise you of the necessary steps.

APAVTS Faculty Meetings – Faculty meetings will be held on an as needed basis. Emergency faculty meetings will be called as needed.

Uniform Policy/Dress Code Agreement – The general “Student Dress Code/Uniform Policy” was referenced earlier in the manual on page 31. The “Uniform Policy/Dress Code Agreement” will list the guidelines that students must follow pertaining to either the school dress code or the program uniform. Please do not make any exceptions. Students refusing to abide by the uniform/dress code policy may risk expulsion from their program.

Secondary Education Yearly Goals – Each school year, APAVTS administration will set goals for teachers to accomplish during that term. The goals typically include:

1. Increase NOCTI scores to a specified percentage of Advanced and Competent levels
2. 100% of program completers earn a minimum of two recognized industry credentials
3. Increase the number of students earning postsecondary credits (PC NOW) and increase the number of students earning a grade of “C” or higher
4. Each program participating in a minimum of one community service activity

Additional Information Added at the end of “Referenced Forms in Section 3”

1. Taking attendance/checking APAVTS E-mail
2. Bullying-Harassment Reporting form
3. Fire/Emergency Drill Procedures
4. Recruitment committee meetings 2018-2019
5. APAVTS recruitment plan
6. 2018-2019 “Celebrations” for APAVTS faculty/staff
7. Facility, equipment rules, regulations, and guidelines 2018-2019
8. Classroom management and organization
9. “Teaching Strategies Toolbox”
10. Bloom’s Taxonomy – levels of questioning

Copies of Referenced Forms in Section 3

PARENTAL PERMISSION FOR A FIELD TRIP

_____ has my permission to attend a supervised
trip to _____ on

Date

Signature of Home School Principal

Signature of Parent or Guardian

Parent please detach and retain the bottom portion of this form.

Instructors Please Complete

Students and Supervisors will leave Admiral Peary AVTS at _____

and are expected to return from _____

by _____. If you must reach your child in case of

emergency; the telephone number at the trip site is _____.

ADMIRAL PEARY AREA VO-TECH SCHOOL - STUDENT PARKING PERMIT

_____ Driver _____ Passenger

_____ Yearly Parking Permit _____ Temporary Parking Permit _____ Vehicle Repair Work Parking Permit

Date: _____ Date Driving: _____

Name: _____ Course: _____

Make/Model of Auto: _____ License Plate #: _____

Color of Auto: _____ Year: _____

Reason for Driving: _____

RETURN TO THE OFFICE ONCE SIGNATURES ARE PROVIDED.

- I hereby give my son/daughter _____ permission to drive to APAVTS. I also give my permission to transport the following students to and from APAVTS as a passenger.

_____ , _____ , _____

- I hereby give my son/daughter _____ permission to ride as a passenger with _____ to and from APAVTS in his/her vehicle.

Driver and Passenger must be from same Home School.

The Student assumes all responsibility both in route between schools and while being at the Vo-Tech. APAVTS is not responsible for any loss, theft, damage or vandalism caused to the vehicle while on school property.

The Cost of the Yearly Parking Permit is \$20.00. There will be a \$5.00 charge for a replacement permit. Payment by cash or check, made payable to Admiral Peary AVTS. Check must include address and phone number of issuer. Valid only for dates listed on this form.

Student Signature

Parent/Guardian Signature

Home School Adm. Signature

Instructor Signature

Vo-Tech Adm. Signature

*Students will park in the lower parking level; obey the one-way traffic signs and at dismissal times, must not leave school grounds until all busses have left the school premises.

PROGRAM CHANGE REQUEST
2022-2023 school year

Students only have the first 7 days of school to change (excluding the first day August 25, 2022)

Dates to change - August 26, 29, 30, 31, Sept. 1, 2, 6, 2022

Name _____ Grade _____

Home School District _____ Date _____

Session - AM or PM _____

Requesting a change from _____ to _____

Contacted Home School District (date) _____

Contacted Parent or Guardian (date, by phone, or signature of parent or guardian) _____

Please state the reason for your program change request:

Guidance Office Notes:

Admiral Peary AVTS Guidance Counselor Signature and Date

ADMIRAL PEARY AVTS
REQUEST for DISBURSEMENT of STUDENT ACTIVITY FUNDS

DISBURSEMENT INFORMATION

Club Name / Session	
Today's Date	
Date Needed	
Disbursement Amount	
Reason For Disbursement	
Payable To Whom (Name and Address)	

APPROVED BY

Student Officer Signature	Date
Advisor Signature	Date

**REMEMBER TO ATTACH SUPPORTING DOCUMENTATION
(INVOICE, REGISTRATIONS, ETC.)**

Business Office Use Only

Paid by Check Number
Dated
Check Amount

ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL
PROPOSAL FOR FIELD TRIP OR OTHER CLASS ACTIVITY

Business or Industry to be visited:

Date and Time: _____

Name, Address and Phone Number of contact person: _____

Explain the type of activity: _____

List the number of students attending: Male _____ **Female** _____

Additional Chaperones Required: _____

Please explain how this relates to your course, the educational value to students, who will be supervising this trip and any additional comments you deem pertinent. _____

Type of Transportation Requested:

Admiral Peary Van
(Reserved with Maintenance)

School bus*
Cost _____

Charter bus*
Cost _____

**It will be the instructor's responsibility to reserve transportation for their field trip. Admiral Peary AVTS will only cover the cost of a regular school bus. If a charter bus is requested, the club/instructor is responsible for additional cost.*

The following are phone numbers of the bus companies used by Admiral Peary:

*Wilkinson Bus Lines (school bus)--886-4600
Fullington Bus Lines (charter bus)--800-322-5591*

Meals Required: _____ (not to exceed \$10/person)

Total Cost to School: _____

Instructor Field Trip Request #: _____

Instructor's Signature

Course

Administrator's Signature

Date

INCIDENT REPORT FORM

COPIES TO: _____

A reportable incident is an incident occurring while the student is under the jurisdiction of the school, resulting in property damage or personal injury that does or does not require first aid or professional medical treatment.

School Name: _____ Date Reported: _____

Student's Name: _____ Grade: _____ Age: _____ Sex: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Parent's Name: _____ Home Phone: _____ Business Phone: _____

Date of Incident: _____ Time: _____ Day of Week: _____

Where did incident happen? _____ Who was supervising? _____

How did incident happen?

Description of injury, extent, and part of body involved: _____

Procedure followed or first aid administered: _____

Description of equipment or property damage:

Who Administered First Aid? (Name and Title): _____

Were Others Involved? Yes No State Names: _____

State what equipment, tool, object, or condition caused incident: _____

What action is being taken to prevent reoccurrence? (If applicable)

Name(s) of Witness(es): _____

Were Parents or Others Notified? Yes No Name of Person Notified: _____

 Signature of Person Completing Form Title

 Signature of Principal Title

ACCEPTABLE USE POLICY/STUDENT SIGN-OFF SHEET

Student:

This page must be signed by the parties listed below and turned into your course instructor. This page will then be placed in your file in the office.

***Upon signing this page, I can assure that I have read and understand this handbook.**

Student's Signature: _____ Date: _____

Parent/Guardian

***Upon signing this page, I can assure you that I have read and understand this handbook**

Parent's Signature: _____ Date: _____

Student Picture Release Form

Student Name: _____

I understand that the school may wish to publish examples of student projects, photographs of students, livestream videos of students, and other work on the Internet. (Please check box below and sign)

I DO grant permission to publish my child's work, photograph and/or video on the internet

I DO NOT grant permission to publish my child's work, photograph and/or video on the internet

Parent's Signature: _____ **Date:** _____

UNIFORM POLICY/DRESS CODE AGREEMENT

Each program has a dress code/uniform that students must abide by and comply with to remain a student at APAVTS. Dress code/uniforms are governed by safety requirements, trade practice expectations and uniformity/identity of the program area. Students will be required to purchase a uniform to participate in the program and wear it at all times. Guidelines have been established to assist students who have a financial hardship. Refusal of students to comply with the uniform policy will be interpreted as not wanting to participate in the program or APAVTS.

Further, the following dress code policy applies to all field trips, extra-curricular activities, and conferences.

- No halter tops/spaghetti straps or tank tops worn alone.
- Shorts must extend to the student's fingertips.
- No undergarments (including sports bras) may be exposed at any time. Specifically, pants and slacks shall be worn with the belt line at the waist.
- No bare midriffs.
- No chains, studs, choke collars, or metal is permissible.
- It is the student's responsibility to regularly clean his or her uniform and replace it as necessary. No additional ornamentation, patches, buttons, etc. are to be added to the uniform. Students will not be permitted to decorate the uniform with paint, markers, pens, or draw on the uniform in any fashion.
- Any clothing, pins, or buttons which contain words or symbols that are profane or sexually explicit, or which by nature distracts attention from the educational purposes of the school, is not considered appropriate for school attire. No inappropriate messages related to alcohol, drugs, tobacco, and sexual innuendo will be permitted.
- Appropriate footwear as designated by individual program areas must be worn during class and shop time.
- Any article of clothing or jewelry, including body piercing apparel or jewelry, determined by the school to constitute a safety or health concern or hazard shall be prohibited. Individual program instructors and/or administration will determine what constitutes a safety or health hazard in their area.
- Students are not permitted to wear uniforms that are excessively large or overtly oversized or clothing with hanging straps. The administration shall reserve the right to determine if clothing is excessively oversized to a point that may constitute a physical or safety hazard to the wearer or the overall school community.
- In cases of questionable dress, the administration reserves the right to make final decisions on appropriateness of all dress.
- In cases where administration deems student dress inappropriate for school, students will have (2) options: (1) Remedy the situation immediately; (2) Remain in ISS until the situation is remedied. Removal from APAVTS may result in a student refusing to remedy a uniform situation in a timely manner as determined by administration.

Important Information/Guidelines

Taking Attendance

Every teacher is responsible for taking attendance twice daily. It is expected that you will complete your attendance within 15 minutes after the last school arrives during both the AM and PM sessions. While I understand that there will be times when this might not be possible, it is not expected that any teacher will make a habit of forgetting to take attendance. Failure to take attendance on a regular basis could result in disciplinary action by APAVTS Administration. The Assistant Director will meet with individual teachers who struggle to complete their daily attendance.

Please remember that the Attendance Secretary is responsible for attendance in 16 program areas for 9 sending schools. These sending schools require APAVTS attendance information to be reported to them in a timely fashion so they can keep accurate daily records.

Your cooperation is both necessary and appreciated!

CHECKING APAVTS E-MAIL...

Teachers are responsible for checking their e-mail at least twice per school day. Please be sure to check your e-mail before students arrive, and again between the time that the AM students leave and the PM students arrive.

If you experience any issue with e-mail or the internet, please contact the Technology Department immediately. You are responsible for the information and deadlines sent to you via email.

This should help eliminate many of the interruptions that you experience as a result of announcements made from the Main Office. Please understand...some announcements will still need to be made, but it is necessary to limit the use of the PA system so uninterrupted instruction can occur.

Instructors/Advisors needing to inform the entire school of a meeting or event should pre-plan to ensure that the APAVTS faculty and staff receive the information via e-mail in a timely manner.

Fire/Emergency Drill Procedures

BOMB THREAT PROCEDURES

The Executive Director will notify personnel and staff. Evacuate the building if directed by police. If a bomb threat is received by telephone, alert other key personnel that a threat is being received through a prearranged signal. (See Safe School Incident Response pamphlet)

EMERGENCY PLANNING GUIDE

The plans contained in this section are designed to instill an awareness of emergency procedures, which must be followed by school district personnel.

FIRE DRILL EXITS

Teachers are to make students aware of the closest exit in relation to their room. It is important that students are made aware of all exits, which are close to their room in case the main exit is blocked or unavailable. Teachers should go over a mock fire drill with their students on the first day of class.

INSIDE FIRE DRILLS

An inside fire drill will always have the fire alarm bell. When the alarm rings, follow the outside exit patterns regardless of the weather. You will return to class when instructed by an Administrator. Upon leaving class, teachers are required to have student roll book and with them. Report any student misconduct to the office immediately.

NATURAL DISASTER PROCEDURES

In the event of any sudden disaster in which there is a short period of warning of sudden or impending storms and there is time to take shelter but not enough time to send students home, the following will apply when the take shelter alert sounds:

1. All faculty members will keep their groups quiet and under control.
2. Pupils and teachers will line the halls, four abreast if necessary, and face the walls while avoiding any glass doors or showcases.
3. Arms should be used to protect the head.
4. If time permits, close all windows, turn off lights, and shut off gas in the areas.
5. Take Cover – At the instant of a disaster, in the absence of a warning, students should take cover in whatever room they are near.

CLASSROOM MANAGEMENT AND ORGANIZATION

“A Game Plan for Success”

Why Have a Plan?

Teacher success can often be traced to the ability of the teacher to manage the classroom. Research shows that effective classroom organization and management during the first few weeks of school are crucial in determining expectations, behavior patterns, and procedures that will persist throughout the school year. Much of the instruction and social interaction that occurs during the months after September can be traced directly or indirectly to the way teachers initially establish instructional and social systems during the first weeks.

Successful teachers know how to make an environment that is stimulating and inviting. Room arrangements and displays must be attractive, but also functional. Quality instruction requires that teachers use materials other than assigned textbooks and workbooks.

What is Effective Classroom Management?

Effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student behavior that interfere with the teacher's or other students' work, and efficient use of instructional time. Teachers that are effective classroom managers have:

- Planned rules and procedures carefully
- Systematically teach the rules to the students
- Organized instruction to maximize student task engagement and success
- Communicated directions and expectations to students.

In a task-oriented environment, students understand what is expected and how to succeed. Work is focused on learning and students are able to achieve the objectives. When students understand the rules and procedures, they can follow through with the expectations and know what is supposed to happen in the classroom. They also know what consequences will occur when the expectations are not met.

What Do We Need to Know About Students?

An effective teacher understands issues that affect adolescent growth and behavior.

- Children need to feel valued.
- Learners need to have fun and freedom.
- Learning needs to be practical and applicable.
- Mistakes arise from inexperience.
- Peer pressure is intense for teens.
- Emotional energy in teens runs high.

An effective teacher recognizes cognitive and cultural diversity.

- Students learn through different modalities, styles, and a variety of multiple intelligences.
- Learning is affected by students' cultural perceptions and background experiences.

Creating a Positive Climate

When students feel safe, secure, and are engaged, learning increases. Learning decreases when students feel threatened or unchallenged (Marzano, et al, 1992).

- Promote and Maintain High Expectations
- Announce and post statements that communicate high expectations.
- Reinforce high expectations through consistency.
- Celebrate success.
- Dress for success and respect.
- Know your students
- Ensure learning opportunities promote diversity and offer multicultural perspectives on issues and experiences.
- Engage All Students in the Learning Process
- Develop a system to ensure all students are called on and have an opportunity to participate.

Organizing Your Classroom

Consider ways in which you can make students feel welcome and encourage involvement.

- Consider traffic flow for teacher proximity and student movement.
- Arrange student seating to allow for maximum visibility and accessibility to the learning activities and to limit distractibility.
- Create room arrangements that allow for flexibility and activities that may require movement.
- Have a seating chart ready before students arrive.
- Have bins or folders for student assignments.
- Place materials for student activities in a regular location for student access.
- Always have materials and equipment checked and ready before students arrive.
- Be sure bulletin boards are informative, relevant, aesthetic, and related to class activities.

Developing Rules, Routines, and Procedures

It is critical for an effective teacher to have rules and procedures in place for students and that students fully understand the expectations.

Create and Communicate (Verbally and in Writing) Fair Expectations

- Create a limited number of rules (three to five) that are clear, specific, and stated positively.
- Involve students in the process of understanding, developing, and implementing rules and procedures.
- Reinforce rules by practicing them with students.

Develop Routines and Procedures for Tasks that Occur Regularly

- Identify specific activities and develop a step-by-step procedure for completing the activity

- Practice these procedures with students.

Set Up a System of Specific Consequences and Rewards

- Be sure consequences are reasonable and logical to the situation.
- Be consistent and fair in applying consequences.

Assigning and Managing Work

Assignments should be based on instructional objectives and provide opportunities for students to extend, refine, or rehearse the skills or content of the lesson. The teacher must have a system for providing meaningful and relevant assignments and managing their work.

Promote Student Responsibility and Accountability to Learning

- Make sure students fully understand what they are supposed to do and how they are to do it.
- Monitor student completion of assignments and mastery of skills/content.
- Provide timely feedback on assignments.
- Develop and administer a fair and prompt policy for make-up work.

Develop and Implement a Fair and Consistent Grading Process

- Ensure your system for grading is consistent with the school and school system's policy.
- Record both grades and daily attendance.
- Involve students in monitoring their own progress.

Preparing for Instruction

When students are actively engaged in learning, they are focused on the task so fewer behavior problems exist. An effective teacher has prepared meaningful lessons that involve students for the entire lesson.

Plan for Long-range Units and Daily Instruction

- In planning, consider the following: (a) purposes for instruction; (b) prerequisite learning needed to accomplish the goals for instruction; and (c) procedures to be followed by students to achieve the objectives for instruction.
- Utilize appropriate resources for instructional planning such as Scope and Sequence documents, curriculum guides, and textbooks and instruction resources (including print and non-print materials).

Develop Plans that Include Best Practices for Instructional Delivery

- Diagnose the strengths and weaknesses of students and use these to guide instruction.
- Develop lesson and unit plans from curriculum and perceived needs of students.
- Provide continuity between lessons and make this clear to students.
- Include materials and activities for students according to their needs, interests, and abilities at the appropriate level of difficulty.
- Base assignments on the objectives of instruction and provide opportunities for students to practice the instruction in guided and independent activities and/or projects.
- Assess students based on their accomplishment of the stated objective(s).

Managing Behavior

Be Proactive

- Identify the causes of misbehavior and develop routines that reduce these occurrences.
- Utilize proximity to monitor student involvement and behavior.
- Model appropriate behaviors.
- Communicate and reinforce class rules and procedures.
- Use verbal and non-verbal cues to redirect inappropriate behaviors.

Be Consistent

- Follow through with all infractions by following the school's student code of conduct.
- Communicate both positive and negative behaviors with parents and students.
- Use appropriate consequences.
- Immediately correct behaviors.
- Help students to recognize inappropriate behaviors and related consequences.
- Use neutral language when correcting behaviors.

Maintaining Momentum

Expect the Unexpected

- Plan for interruptions in case they occur.

Build a Culture of Excellence

- Promote a continuous desire to learn.
- Do not settle for less than students' best efforts.

Reflect and Seek Out Support

- Learn from your experiences and inevitable mistakes.
- Ask mentors, colleagues, and administrators for assistance.
- Attend professional development.

Take Care of Yourself

- Build skills for time and task management.
- Find ways to relax, enjoy the job, and manage stress.
- Celebrate success.

Taken from the Prince George County Schools Website!

Teaching Strategies Toolbox

10 + 2 (Ten Plus Two) - Direct instruction variation where the teacher presents for ten minutes, students share and reflect for two minutes, then the cycle repeats.

3-2-1 (Three-Two-One) - Writing activity where students write: 3 key terms from what they have just learned, 2 ideas they would like to learn more about, and 1 concept or skill they think they have mastered.

5 + 1 (Five Plus One) - Direct instruction variation where the teacher presents for five minutes, students share and reflect for one minute, then the cycle repeats.

A-B-C Summarize - A form of review in which each student in a class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Absentee Management - In addition to recording and reporting student absences according to their particular school's rules, teachers can also employ strategies designed to encourage students to attend class regularly. One approach is to call parents during the evening as soon as the student misses a day of school. This call can also be used to allow the teacher to get to know the parents better and to collect information to be used in the preparation of make-up materials for the child.

Acronym Memory Method - Example: ROY G. BIV = Red, Orange, Yellow, Green, Blue, etc.

Activating Prior Knowledge - Helping learners connect to concepts about to be taught by using activities that relate to or determine the level of their existing knowledge.

Active Learning - Any approach that engages learners by matching instruction to the learner's interests, understanding, and developmental level. Often includes hands-on and authentic activities.

Admit Slips/Exit Slips - Teacher helps in the synthesis of learning by reading anonymous student writings aloud to begin or end a class.

Affinity - A brainstorming approach that encourages less verbal members of a group to participate. First, all members of the group write responses to the problem or question on separate cards, then the cards are silently grouped by each member while the others observe. After a discussion, the agreed upon arrangement is recorded as an outline or diagram.

Alternative Assessments - Any of a variety of assessments that allow teachers to evaluate their students' understanding or performance. Examples include: performance assessments, portfolios, journals, and authentic assessments.

Alternative Scenarios - A creativity technique in which students consider alternative futures.

Analogies - A thinking skill demonstrated by a student when he or she can give examples similar to, but not identical to a target example. For example, the Internet is analogous to the post office (because in both, multimedia information is delivered to specific addresses).

Analyzing Perspectives - A thinking skill that involves considering a problem or topic from various perspectives. Related to "Point of View."

Anecdotes - A motivational technique to encourage creativity or empathy students. Anecdotes can be about the teacher's life or excerpted from biographies to help students make real-world connections.

Anticipation Guide - Checklist written by teacher to activate existing knowledge.

Application Cards - At the end of instruction, students write a real world application for the knowledge on a small card and submit the card to the teacher.

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Applied Imagination - Technique to stimulate creativity. Includes the use of questions as prompts to enable people to consider many, apparently unrelated, options.

Artifact Strategy - The teacher presents carefully selected objects (artifacts) to the students, poses a problem, and allows students to collect information about the object, then formulate answers to the presented problem.

Associations - Finding or making association between concepts.

Assumption Smashing - List assumptions, then eliminate one. What might happen? (for example, "All forms of transportation are now free." What is the effect on society?)

Authentic Assessment and Authentic Instruction – Instruction/assessment which is meaningful to students. Focuses on higher order thinking, depth of knowledge, real-world applications, and social interactions.

Authentic Questions - Questions generated by learners in response to natural curiosity about the content. Questions spontaneously asked by learners without prompting by teachers.

Autobiographies - Students can write their life stories as a writing activity, or explore the lives of prominent people by reading published autobiographies.

Baggage Claim - Members in a new group are asked to write five interesting facts about themselves on a note card. For several minutes, people walk around the room, introducing themselves and sharing the facts on their cards. They then exchange cards (baggage) and move on to introduce themselves to others in the group. When time is up, the teacher or moderator collects all the cards and either returns them to their owners, or reads the facts and asks people to identify the owner of the card (baggage).

Before, During, and After - A metacognitive approach to reading that guides students to explore text Before reading to activate prior knowledge, monitor comprehension During reading, and summarize the reading After reading.

Behaviorist Models - Based on the philosophy that learning is a change in behavior. Student behaviors which are rewarded will be repeated. Behaviors which are punished or ignored will decrease. Model stresses the importance of the environment in learning and treats the student's mind as an unknowable "black box."

Blogs - Blogs, also known as weblogs, are online journals that can be used by the teacher as a means of sharing thoughts, assignments, or resources; or blogs can be created by students for the purpose of reflection, intergroup communication, or to fulfill particular assignments.

Bloom's Taxonomy - An approach to ranking learning by the sophistication or depth of learning required or accomplished.

Book Ends - Pairs of students discuss and make predictions before an activity, then meet after the activity to review and compare reactions.

Brain-based Learning - An instructional model based on the idea that instructional activities are more effective if they occur in an environment compatible with the way the brain is designed to learn.

Brainstorming - Group process where all ideas are accepted and recorded.

Brochure - Students research a topic then create a brochure to explain the topic to others.

Budget Preparation - Students research and prepare budgets to understand costs and values.

Business - Teachers and programs can guide students in beginning a small business.

Buzz Sessions - Small, informal group discussions.

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C-4 Yourself - Collaborative project strategy with four components: challenge, choice, collaboration, and creation.

C-SOOPS - Acronym is useful to help students remember which aspects of their writing they should check when editing. C-SOOPS stands for: Capitalization, Sentence structure, Organization, Overall format, Punctuation

CAF (Consider All Factors) - Edward de Bono's guided approach to decision-making that encourages individuals or groups to increase the number of factors or variables they consider before making a decision.

CAI (Computer-Assisted Instruction) - Students learn at own pace with interactive computer programs.

Capitalization/Organization/Punctuation/Spelling (COPS) - Acronym is useful to help students remember which aspects of their writing they should check when editing.

Cartoons - Reading or creating cartoons.

Case Studies - Case studies are real life problems that have arisen in the workplace that students must solve. Can also be used to explore interpersonal relationships.

Categorization - Thinking skill that allows students to sort objects or concepts into categories according to a variety of criteria.

Causal Mapping - A form of concept mapping in which causes and effects are more clearly shown.

Cause and Effect - A pattern showing the relationship between two actions or occurrences.

Celebrations - Classroom and school-based celebrations provide an opportunity to teach students more about their own cultures and that of their classmates.

Character Education - Activities designed to develop character, compassion, ethics, and responsibility in youth.

Cheat Notes - Summarization technique. Students prepare a single note card of information they believe will be on test. Students are allowed to bring these notes to test. As students gain confidence, withdraw use of cards during test.

Checklist - Checklists can be used to satisfy many objectives. They are useful as a memory tool or in encouraging creativity. They can also be used directly as assessments, or as a review tool in preparing for assessments.

Chronological Sequencing - An instructional approach in which objectives are presented to learners in chronological order. Compare to: General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part

Circles of Knowledge - Graphic organizer that prompts students to write: 3 Facts I Know, 3 Questions I Want Answered, and Answers to My Questions.

Clarifying - Formal and informal techniques used by a teacher to identify and eliminate confusion about ideas or assignments.

Class Meetings - When students are allowed to contribute to the operation of the classroom through class meetings, they have the opportunity to learn responsibility and decision-making skills.

Class Publication - Students collaborate to create a written work to be published. Formats might include: magazine, newspaper, brochure, map, newsletter, or yearbook.

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Classification - When objects or concepts are classified, they are grouped with other, similar things, and the group is given a label. As a thinking skill, classification requires the application of knowledge. When students invent their own classifications, they practice discovery and invention along with being able to apply prior knowledge about the objects or concepts being classified.

Closure - Any activities which help students summarize key points learned and how the new knowledge relates to the objectives to be learned.

Clue - Group problem-solving with each team member given a different clue.

Coaching Model - A model of instruction where the teacher is a guide and collaborator in the student's learning, not the sole director.

Cognitive Apprenticeship - Cognitive apprenticeships take many forms, but the two key components are social interactions to allow students to work on problems that may be too difficult for them to handle individually, and a focus on real world problems using real-world tools.

Cognitive Learning Models - Based on the philosophy that learning occurs when there are changes in mental structure. Learning occurs as the result of interactions between the learner and the environment.

Collaborative Learning - Any kind of work that involves two or more students.

Collages - Students gather images (clippings from magazines, photographs, or their own drawings) and organize them to illustrate a concept or point of view.

Collective Notebook - A notebook maintained by a group in which each member of the group is expected to add an idea or observation during a specified time period (typically each day or each week). The contents of the notebook are regularly shared or published and discussed.

Comic Books - Useful for engaging visual learners and encouraging a wide variety of students to become involved in discussions of literature and the wide range of social, scientific, and historical topics covered in comic books.

Competitions - Competitions can be useful in motivating some student to learn. Team competitions especially effective in the classroom if they are tied to a collaborative practice or review activity before the competition.

Completed Work Chart - Make and publicly post a chart that lists all assignments along the top and students' names vertically along the left. When a student finishes an assignment, the teacher marks out the box for that assignment on the chart so students can quickly see if they are missing any work. In this approach, grades are never publicly posted, and if work is so late it will no longer be accepted, the box is also marked out. The chart is used only as a reporting mechanism to let students know about work they need to do that will still be accepted for credit.

Computer Games - Educational computer games can be purchased for students to use to review or explore concepts. Student can also design and create educational computer games to share with fellow students.

Computer Simulations - Simulating events or situations on a computer enables students to experiment with concepts or materials quickly and safely.

Computer-Based Training

Concentration - Pairs of cards are created (name of concept on one, description on other for instance). Students take turns. On each turn student chooses 2 cards from face- down arrangement. Students keep pairs which they correctly identify as matching.

Concept Attainment Model - Inductive model of instruction where student are presented with examples and non-examples of a concept. Students generate hypotheses and attempt to describe (and sometimes name) the concept.

Concept Cards - Cards created by students that link terms to the use of that term in context.

Concept Folders - Key concepts for course are each assigned a folder. Examples or illustrations of the concepts are kept in the folder for students to explore.

Concept Formation - The process by which we learn to identify concepts and which instances are examples of that concept.

Conclusions - A logical process in which students analyze facts and generate new facts based on what is known. For example: It is a dry, sunny day. The neighbors are watering their yard using a sprinkler.

Conditions of Learning - Robert Gagne's theory explaining the different types of learning and proposing that they require different types of teaching.

Conferences - Conferences are face-to-face discussions. Conferences may occur between teachers and students to enable teachers to give individual guidance, or they may be meetings between parents, teachers, and (sometimes) the student for the purpose of discussing the student's progress and issues relating to how to improve the educational experience for the student.

Conflict Mediation - Mediation involves discussions in the presence of a mediator who is trained to help individuals find solutions to their differences.

Consequence and Sequel - Edward de Bono's guided approach that allows groups to explore both short term and long term effects of actions.

Constructivist Models - Based on the philosophy that knowledge cannot be transferred from the teacher to the student but must be constructed by each individual. Connections must be made between the student's existing conceptual network and the new material to be learned.

Context Clues - When students encounter unfamiliar words, those words usually exist in an environment that includes many clues to word meanings. Meaning can be deduced or guessed by analyzing the context (the environment around the word).

Contracts - Contracts are formal agreements between individuals or entities. For a contract to be effective or valid, usually some action is performed by one party of the contract and in exchange the party performing the action gets something of value in return. In a school setting, the student typically performs the "service" of behaving in a desirable way, and if successful, the student is rewarded.

Contrasting - Exploring or describing differences between objects or concepts.

Cooperative Conflict Resolution - Cooperative approach to learning about how to prepare arguments and discuss arguments.

Cooperative Learning Model - Students share knowledge with other students through a variety of structures. True cooperative learning includes five essential elements: positive interdependence, face-to-face interactions, individual accountability, some structured activity, and team-building (group processing) skills.

Cooperative Review - Groups take turns asking other groups questions. Often conducted as a game where points are awarded.

Copying - Reproducing drawings, text, motions, etc. Used to encourage students to look more carefully at something.

Corners - Students are asked to select (by standing next to their choice) from four options which are posted in the corners of the room. Students then defend choices and listen to others' choices.

Crawford Slip Writing - Students are provided with a pad of papers with text and graphical prompts to which they should respond as quickly as possible. Can be used with older students to generate ideas, or with younger students as a form of ungraded assessment.

Creative Thinking Reading - Teams of students work together to solve assigned problems using text provided by the teacher.

Criterion-referenced Assessment - Performance is compared to a set standard or objective. It is possible for all students to earn the highest possible grade if all meet the established criteria for that grade. (compare to Norm-referenced assessment)

Critical Instances - Critical thinking is a process whereby the learner considers a variety of possibilities, then chooses from those possibilities using unbiased, rational thinking.

Criticizing - A thinking skill involving judging or analyzing.

Critique - Critiques can take several different forms. In writing, students read and react to a single written work by summarizing information and evaluating the source's correctness, relevance, or viewpoint. In the arts, works of art are critiqued either in writing or through a discussion, to help students develop analytical and interpretive skills.

Cross-Checking - Using multiple sources of information.

Cross-Pollination - Have students share ideas during investigation of problems.

CROWN - A closure technique that encourages students to reflect on the completed lesson. CROWN = Communicate what you learned. Reaction. Offer one sentence that sums up what the whole lesson was about. Where are some different places you could use this? Note how well we did today.

Cubing - A six-part technique to explore different aspects of a topic. The six parts include: describing, comparing, associating, analyzing, applying, arguing.

Cueing - Various means used by the teacher to let students know that particular material is important.

Current Events - Discussion or student work centered on events in recent news.

Daily Outline - By posting a written overview of what will be done during the day, students can be prepared in advance. These overviews typically include a list of any work that should be done by the beginning of class, a list of work that will be done during the day, a list of work to be done as homework, and a brief description of the concepts to be covered and the resources needed (books, handouts, tools, and so on).

Data Analysis - Having students gather and analyze data can connect them to real-world problems and also improve their critical thinking skills.

Data Gathering - Students collect information in an organized way for use in statistical analysis, scientific research, or as support for arguments in social studies or other fields.

Debates - Debates are arguments carried out according to agree upon rules and used in the classroom to engage students and help them make connections to the curriculum.

Debriefing - A form of reflection immediately following an activity.

Decision Making - Helping students learn to make better decisions improves their problem-solving skills and helps students be more effective in confronting choices outside the classroom.

Deduction - Starting with general ideas and moving to more specific ideas within a topic.

Deductive Inquiry - A form of inquiry with four basic components: presentation of a generalization, discussion of core elements of the generalization, student exploration of the elements, student generation of relevant examples of the generalized concept.

Deliberations - Ask students to support one point of view on topic, then take and support opposing point of view. Then write position paper.

Demonstrations - An activity to show students how things work or how they happen.

Descriptions - Telling about something. When done by teachers, descriptions are usually used to introduce new information. When done by students, descriptions are used to demonstrate knowledge of a concept.

Designing - A form of planning.

Devil's Advocate - A dialectical approach in which the teacher proposes or defends an extreme or unpopular viewpoint. Used to initiate or stimulate a discussion or debate.

Didactic Instruction - Teacher-centered instruction in which the teacher tells the student what to think about a topic. Used for the delivery of factual (not debated) information.

Didactic Questions - Questions which tend to have a single answer and allow students to demonstrate lower order thinking like recall.

Direct Instruction - Teacher-centered instruction which includes lecture, presentation, and recitation.

Direct-Interactive Teaching Model - A direct teaching approach that typically follows a cycle that includes: checking previous work, presenting new material, student practice with new material, feedback from the teacher, independent practice, regular reviews.

Directed Paraphrasing - Students are asked to summarize or explain a concept or theory to a specific (imaginary) audience. For example, a medical student might be asked to explain what neurotransmitters are, and phrase the explanation so it would make sense to a hospitalized patient.

Directed Reading Thinking Activity (DRTA) - Throughout reading, questions are used to activate students' existing knowledge. Students are encouraged to make predictions.

Directive Model - A teacher centered model that focuses on student activities being guided by teacher directions and direct transmission of information.

Discovery Teaching - A constructivist approach. Students begin learning with an activity designed to lead them to particular concepts or conclusions. Students acquire basic and advanced knowledge in random order.

Discussion - Classroom discussions typically begin with the teacher describing the goal or purpose of the discussion. Sometimes discussions may be initiated by the posing of an open-ended question. Teachers can employ a number of techniques to encourage students to participate in discussions, including calling on specific people, or assigning students to be an "expert" or leader for various parts of the discussion. Many cooperative activities include a "small group" discussion as teams work together.

Discussion Board - A web-based bulletin board or discussion board is a messaging system through which instructors and students can share information asynchronously.

Discussion Groups - In the classroom, a discussion group is formed when a discussion is carried out by only a part of the class. Outside the classroom, discussion groups are composed of individuals with similar interests. These groups meet regularly to discuss a variety of literary or social issues.

Discussion Web - A form of discussion that starts out with individual students formulating a response, then each student pairs with one other, then the pairs pair to form groups of four. Finally, when the groups have refined their answers, they share their thoughts with the whole class.

DO IT - Define problem, Open self to new ideas, Identify best solution, Transform idea to action.

Drawing - Students can illustrate text they have read, draw diagrams of problems they have heard, or simply draw to stimulate creativity.

Drill - Practice by repetition.

Elaboration - A thinking skill that involves adding to, improving, or completing an idea or process.

Error Analysis - Error analysis takes two basic forms in the classroom. In the most common form, teachers analyze the errors students make (in mathematical computation, grammar, language, literature interpretation, and so on) and use that analysis to guide further instruction. In science classroom, some teachers teach students to analyze experimental errors to improve critical thinking skills.

Evaluating - A critical thinking skill involving judging to place a value on ideas or work.

Expectation Outline - A pre-reading activity in which students skim the assigned reading, then write down some questions they expect to be able to answer, or key concepts they expect to learn about, as the result of completing the reading.

Facilitative Questioning - To "facilitate" means to help another person accomplish something. Facilitative questioning is an approach whereby a teacher or counselor poses open-ended questions to the student to allow them to explore ideas that may be complex or emotionally difficult. Facilitative questioning is used most often in situations where there is no right answer but the solution is dependent on what is best for the individual.

Feedback - Any means by which a teacher informs a student about the quality or correctness of the student's products or actions. Different forms of feedback include formal assessments (Example: a written grade on a student project), oral and written guidance (Example: "Good, but needs more work on the Conclusion"), and casual comments or nonverbal signals (Example: a nod indicating correctness or agreement).

FFOE - A creativity technique using the acronym FFOE: Fluency (many ideas), Flexibility (variety of ideas), Originality (unique ideas), and Elaboration (fully developed ideas).

Field Guides - A useful student project is to guide students in the creation of a field guide. Field guides typically provide information that would be needed outside the classroom in the study of such diverse fields as plants, animals, architecture, cultures, or business practices. Normal components of a field guide include: common names, formal names, definitions, graphic illustrations, explanations of the range (where you expect to find things), relevant dates, key facts, warnings, and "interesting notes."

Find Someone Who - A variation of the Human Scavenger Hunt. Usually this activity is used to encourage students to seek out the students in class who know the answers to specific content questions. This works most effectively if each student is an "expert" on a different topic or sub-topic than the others in the class.

Find the Fib - Team activity where groups of students write two true statements and one false statement, then challenge other teams (or the teacher) to "Find the Fib."

Find the Rule - Students are given sets of examples that demonstrate a single rule (like "i before e except after c.") and are asked to find and state the rule.

Find Your Partner - A method for assigning students to groups and at the same time reviewing previous concepts. Equations, sentences, or questions and answers are written on a single piece of paper, then the parts of the sets are cut apart. The parts are distributed to students who compare papers with other students until they find their match.

Finding and Investigating Problems - One key element of scientific research is finding and investigating problems. Exposing children to real life data and asking them to "create" problems from this data can result in more meaningful problem-solving and a deeper understanding of "what science is."

Five Whys? - Asking a chain of "why questions," with each question deeper into the root cause of a problem.

Five Words - Three Words - Students list five topic-related words independently. Students are grouped and share words. Groups pick best three words and explain to class.

Flash Cards - Traditional flash cards are note cards with a question, problem, or fact on one side, and the answer or a related fact on the other side. Flash cards can be used by individual students for independent practice, or can be used by pairs of students to practice as a team. More recently, online flash cards have appeared on the Internet. Online flash cards take many forms, but typically include either a box where you can type in your answer, or have sets of answers to choose from.

Flow Charts - Flow charts are graphical depictions of processes or relationships. Typically flow charts include icons showing particular processes or steps, and arrows indicating paths.

Force Field Analysis - A decision-making tool in which all forces for and against a plan are considered and evaluated.

Forced Analogy - Make analogies by comparing problem term to a randomly selected term (for example, compare algebra to a cracker). Then use the new combinations to solve a problem or create something.

Forced Choice (Activity) - A classroom activity in which a small number of choices are placed around the classroom and students are asked to examine all the choices, then stand next to their choice. Students selecting the same choice then discuss reasons or advantages and disadvantages of their choice.

Forced Relationships - A variant of the Forced Analogy approach to generating possible solutions to problems. In Forced Relationships, objects are paired to a seemingly unrelated task and students are forced to use the unrelated objects to accomplish the task. For example, the students might be told they need to water the flowers in the windowsill box using the water from the sink across the room, and their only tools are a flashlight and a piece of paper. Possible solutions would be to take apart the flashlight (placing the parts on the paper) then use the handle as a cup to carry water, or the paper could be folded into a temporary cup then discarded after the watering was done.

Forecasting - Forecasting is a kind of extrapolation in which current trends (in weather, or in the economy) are analyzed and predictions are made about future events based on those trends.

Forum - A panel in which members talk freely with the audience.

Four Corners - Label the four corners of the room with "Disagree, Strongly Disagree, Agree, Strongly Agree." Read a controversial statement and have students write on a piece of paper whether they agree, disagree, strongly agree, or strongly disagree with the statement. When all are finished writing, have students go to the corner representing their point of view. All student sharing a point of view work together to collect evident and present an argument supporting their beliefs.

Free Write and Share - Students write in response to some stimulus (music, topic oriented, question oriented), then share their writing with the class.

Freewriting - Freewriting is a timed activity to stimulate the flow of ideas and words. Students are given a topic and must write everything they can think of about the topic. The rules are that students must not stop writing, even if they "run out of things to say," and they may not do any editing or criticism during the writing. After the time is up, you can either read the writing aloud, or scan what you have written and pull out ideas or phrases you can use.

Games - Games can take many forms, but in the classroom, any activity that involves a competition, social interaction, and some form of prize or award would be considered a game. Classroom game activities are typically not graded, and student participation is based on the desire to contribute to a team or to individually achieve some prize or recognition. Usually games have "winners." Ideally, even the "losers" of the game should feel that the experience was enjoyable.

Gaps - Students are given sentences or sequences with gaps (missing words, numbers, or symbols) and are asked to fill in the gaps.

GATHER Model - An inquiry-based model used in the teaching of history. The steps include: Get an overview, Ask questions, Triangulate the data, Hypothesize, Explore and interpret data, and Record and support conclusions.

General Inquiry - A teaching strategy in which students learn to identify and explore problems, then use the discovered facts to form a generalized response to the problem.

General-to-Specific Sequencing - An instructional approach in which objectives are presented to learners beginning with general principles and proceeding to specific concepts. Compare to: Chronological, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part

Generalizing - To restate information to show basic principles.

Grab Bag - Near the conclusion of a lesson, have a student draw an object from a bag. The student must explain or illustrate how the object is related to what they have learned.

Greetings - Greeting each student at the door allows teachers to establish an individual, positive contact with each student that is not possible once the entire class is assembled.

Group Investigation - The class is divided into teams. Teams select topics to investigate, gather information, prepare a report, then assemble to present their findings to the entire class.

Guided Discovery - Teaching model where students learn through explorations, but with directions from teacher.

Guided Discussion - Similar to recitations, but the purpose is to help students make interpretations.

Guided Practice - Guided Practice is a form of scaffolding. It allows learners to attempt things they would not be capable of without assistance. In the classroom, guided practice usually looks like a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction. In computer based or Internet based learning, guided practice has come to mean instructions presented on the learner's computer screen on which they can act. This action may be to perform some task using a program that is running at the same time, or it may be to interact with a simulation that is embedded in the program or web page.

Guided Questioning - A form of scaffolding for reading in which the teacher's questions start out with many clues about what is happening in the reading, and then as comprehension improves, the questions become less supportive.

Guided Reading - Structured reading where short passages are read, then student interpretations are immediately recorded, discussed, and revised.

Guided Writing - Guided writing can take many forms. It can consist of a teacher making suggestions to an individual student, or it may be whole class brainstorming followed by a question and answer session to clarify specifically what will be written. In all forms of guided writing, the teacher's role is to encourage student responses.

Hidden Word Game - Writing sentences in which a word is hidden. For example: The school mouse ate a cherry for her morning snack. has the hidden word TEACHER (The school mouse aTE A CHERry for her morning snack.)

Higher Order Thinking Skills (HOTS) - In the simplest sense, higher order thinking is any thinking that goes beyond recall of basic facts. The two key reasons to improve higher order thinking skills are first, to enable students to apply facts to solve real world problems, and second, to improve retention of facts. In addition to the basic meaning of "higher order thinking skills" HOTS is also used to refer to a specific program designed to teach higher order thinking skills through the use of computers and the Socratic Method to teach thinking skills.

Holistic Instruction - Involves the use of problems or activities which are multi-dimensional or multidisciplinary. Usually involves long- term and authentic activities.

Humor - Humor can be helpful in motivating students and in creating a community spirit.

Hypotheses - A tentative explanation for patterns or observations.

Ice Breakers - Activities designed to help people get acquainted in new situations or environments.

Idea Recording - Mechanisms to capture ideas whenever they occur.

Idea Spinner - Teacher creates a spinner marked into four quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Ideatoons - Problem-solving and creativity technique where students draw ideas on index cards, then rearrange the cards to search for new, possibly useful patterns.

Illustrated Talks - A form of lecture in which the speaker tells how to do something, or shares information with the audience, but does not "show" the audience how to do anything. The talk is supported by visual aids like charts, diagrams, and photographs.

Illustrating - Using pictures or diagrams to explain or decorate.

In What Ways Might We (IWWMW)

Independent Practice - Practice done without intervention by the teacher. This approach includes many activities done with a computer.

Induction - Using information from specific facts or ideas to construct general principles.

Inductive Inquiry - Teaching that follows the cycle used in scientific inquiry. Steps usually include: searching the literature, making observations, generating hypotheses, designing and carrying out experiments, then analysis of results and restarting the cycle.

Inductive Thinking - Analyzing individual observations to come to general conclusions. Proceeding from facts to the "big picture." Inferential Strategy Like DR-TA but occurs only before and after reading.

Inferring - A thinking skill, demonstrated when a student can make conclusions based on prior knowledge.

Inquiry - A system in which students solve problems or answer questions by forming tentative answers (hypotheses), then collecting and analyzing data to provide evidence for or against their hypotheses.

Interactive Writing - Collaboration between the teacher and the student, with both writing parts of the final composition.

Interviews - Interviews may be by the student or may be a form of assessment of the student.

Invention Teaching - Students begin learning with an activity (as in Discovery Teaching), but students may generate many possible solutions. Students acquire basic and advanced knowledge in random order.

Investigation - Identifying what is known about a topic. Three basic types are: Definitional (What are...?), Historical (How...? or Why...?), and Projective (What if...?).

Jeopardy - Like the television game. Many variations (individual or team competitions). Board with "answers" is prepared in advance (for overhead or on large cardboard sheet). Students respond with acceptable "question."

Jigsaw - Cooperative activity. The basic steps include: reading, meeting with expert groups, report back to main team, demonstrate knowledge through a test or report.

Journal - A form of writing. Typically done for a few minutes each day. The writing is done in a notebook and is often used to encourage reflection or exploration of ideas of interest to the students. Journal writing is typically not graded, and in some instances, is not read by anyone but the student. In other instances, the journal can be used to establish an ongoing written dialog between the student and the teacher.

Judging - A form of critical thinking that involves forming opinions about a topic.

Jumbled Summary - Teacher presents randomly ordered key words and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding.

Keyword Memory Method - In the keyword method, students generate keywords that are similar to the concepts to be memorized, then put the keywords into an arrangement that can be mentally "pictured." For example, given the task of memorizing "St. Paul is the capital of Minnesota," the student would first break up the phrase into five related words: saint paul cap mini soda." Finally the student would image their favorite "Paul" with a halo as a cap and drinking a very small soda.

KJ Method - Creativity or problem-solving technique in which ideas are written on cards, then the cards are grouped, and finally the grouped ideas are classified.

Knowledge Grammy Awards - Near the completion of a unit, students nominate and vote on which knowledge was most useful to them.

KWHL - "Know, Want to know, How to find out, Learn"

Labeling - A form of classification that includes categorizing and then naming a concept, object, action, or event.

Lateral Thinking - Lateral thinking consists of changing your perspective to solve a problem (for example, if baby endangers Christmas tree, instead of putting baby in playpen, put tree in playpen). Don't limit yourself by only considering "intended uses."

Learning Centers - Individual stations where individual or paired students explore resources. Designed to extend knowledge introduced in whole group instruction.

Learning Log - Students write responses to teacher questions as summary of what they have learned or what they do not understand. Used for reflection and to inform teacher of progress.

Learning Style Inventory - Assessments taken by students to learn about their learning styles and preferences.

Learning Styles - While each of us learns differently, we can categorize an individual's strength and weaknesses for a number of different factors which affect the way we learn. It is possible to refer to someone as a "visual learner" or a person who prefers "step-by-step" directions. By assessing, and then planning for each student's individual learning style, a teacher can improve the chances that each student will learn.

Letter Writing - A writing activity that encourages students to think about a specific audience.

Line-Up - Student teams are given concepts that can be put in order. Each team member holds one concept and the members line up to represent the correct order.

LINK (List, Inquire, Note, Know) - An activity to help students activate prior knowledge before beginning a new topic.

Listen-Think-Pair-Share - Students listen to questions, individually think about a response, discuss their ideas with a partner, then share their ideas with the class.

Listening Comprehension - Activities to promote active and critical listening. Activities often include reading passages aloud, then assessing student understanding through written or oral feedback.

Listing - Making lists of words, objects or ideas. Can be used to organize thoughts before a writing activity, or as an assessments to demonstrate the ability to recall.

Luck of the Draw - All student's names are put into a container. At the end of class, a student's name is drawn at random from the container. At the beginning of the next class the student whose name was drawn is required to present a 3-5 minute review of the previous day's lesson.

Managing - Having students manage an activity or group to give students experience with management and planning skills.

Mastery Learning - Objectives for learning are established and communicated to students. Students' progress at own speed and continue to work until their performance indicates they have mastered each set of objectives.

Matching - Making matches can be done in many contexts. More mature students can match words with their definitions or mathematical expressions with their solutions.

Mental Models - Students enter learning situations with existing knowledge. This knowledge is organized into patterns or models that help them explain phenomena. Learning involves adding to or altering the learner's existing mental models.

Message Board - A place where teachers and students can post information or work that may be of interest to others in the classroom.

Microteaching - A form of practice teaching in which the student prepares a short (6-15 minute) lesson and presents the lesson to peers for constructive evaluation.

Minimalism - John M. Carroll's approach to instructional design that stresses the importance of providing learners with meaningful tasks early in instruction and allowing them to make and then correct errors. Rather than guiding users step-by-step through a new learning situation, learners are given tasks to try and then supported as they make mistakes.

Minute Papers - An end-of-class reflection in which students write briefly to answer the questions: "What did you learn today?" and "What questions do you still have?"

Modeling - Teachers model behaviors or skills.

Modifying - Useful in the classroom as a scaffolding tool. Provide students with models or information that are nearly correct or complete and allow students to modify the model or information to make it more complete.

Monitor - Student monitors as a mechanism to teach responsibility.

Most Important Word - A during reading strategy in which the teacher reminds the students to think about the "most important words" for a particular reading assignment. The teacher gives some examples of some important words, then students work in groups to identify others.

Muddiest Point - Students are asked to name or describe the concept they understand the least (their muddiest point).

Multiple Intelligences Theory - Howard Gardner's theory proposing that each person has many intelligences (including linguistic, spatial, musical, etc.). These intelligences work together. Educators should design instruction to foster the growth of all intelligences.

Multiple Solutions - Require students to find all acceptable solutions, not just the best.

Negative Brainstorming - Like brainstorming, but participants propose things NOT to do or ideas that are NOT examples. Especially useful with young children in starting a list of student-generated rules. First have students generate actions not to do, then ask students to rephrase the ideas in a more positive way.

Newsletters/Newspapers - Ask students to make suggestions or write parts of the class newsletter to be sent home to parents.

Note-Taking - The process of recording information presented by a teacher for the purpose of improving recall or understanding by the student. Notes typically include a combination of direct quotes of what a teacher says, diagrams, and additions by the student to add emphasis or to indicate areas where outside study may be required.

Novelty - A motivational technique to engage student early in instruction. Share something unusual with students to arouse curiosity.

Nutshelling - A form of summary. It usually involves asking a student to examine and synthesize a brief statement that captures the essence of all that has been written or stated to that point.

Objectives - Share objectives with students to allow them to help plan learning activities to help them reach the objectives.

Observation - Observation of student by teacher. Observations may be used during performance assessments, or simply to gather informal information about an individual student's needs and achievements.

Observation Logs - An observation log is a form of journal kept by a student to assist in guiding observation. Students typically are asked to answer specific questions during the course of keeping an observation log. This technique is often employed in teacher education to guide students during their observation of classroom teachers.

One Sentence Summary - Students are asked to write a single summary sentence that answers the "who, what, where, when, why, how" questions about the topic.

One Word Summary - Select (or invent) one word which best summarizes a topic. Write 2-3 sentences justifying the selection of the summary word.

Open Discussion - Open discussion is the least structured form of discussion. The teacher sets the boundaries by describing the general topic for the discussion, but the direction of the discussion follows student interests within that topic.

Open Text Recitation - A form of recitation in which students can use their books, notes, or other texts to support their answers.

Organizing - Organizing can include many different forms of interaction with objects and concepts. Organizing may include classifying, ordering, ranking, and comparing.

Outside Experts - Outside experts can be used as guest speakers, volunteer to assist during projects, or as evaluators of student work.

P-I-E (Point, Illustrations, Explanation) - A writing strategy to remind students about the key parts of a paragraph. As a cue, you can ask them if their paragraph has all the pieces of the P-I-E.

Pair Problem Solving - A problem-solving technique in which one member of the pair is the "thinker" who thinks aloud as they try to solve the problem, and the other member is the "listener" who analyzes and provides feedback on the "thinker's" approach.

Pairs Check - Pairs work together and check each other's work.

PALS (Peer Assisted Learning Strategies) - A structured reading strategy in which pairs of students use "Paragraph Shrinking," "Partner Reading," and "Prediction Relays."

Panels - In a panel discussion, a small group acts as experts to answer the questions of the people in the larger group. In a classroom setting, students are selected to become experts on a topic and are given at least a day to prepare for the discussion. Panel discussions can also be held using outside experts.

Paragraph Shrinking - Partners read in pairs. For the first paragraph, one reads and the other summarizes by stating the main idea of that paragraph. The partners then switch roles for the second paragraph.

Paraphrasing - Paraphrasing involves careful reading, then rewriting the ideas of the author in your own words. Learning to paraphrase is critical to understanding how to do research from texts, then properly cite those texts without plagiarizing.

Parents - Parents can assist in learning in an infinite number of ways. By keeping parents informed about the progress of their child and how they can help, parents can be involved both inside and outside the classroom. Just a few of the roles for parents include: coaching, tutoring, chaperoning, classroom assistant, and providing physical and emotional help during those times when a single person (the teacher) can't do everything.

Peer Editing - Students read and give feedback on the work of their peers. Peer editing is not only useful as a tool to improve students' analytical skills, but also provides students with an alternative audience for their work.

Peer Evaluation - Students evaluate presentations or work of fellow students.

Peer Questioning - Students ask questions of each other. Often occurs during student presentations.

Peer Tutoring - Includes a wide variety of approaches in which instruction is delivered by a person close in age or achievement to the person receiving instruction.

Perspectives - Students might be asked to analyze perspectives, or take another perspective.

Phillips 66 - Divide students into groups of six and give them six minutes to perform some task. Tasks may range from simple discussion to the solving of complex problems.

PLAN - Preview audience, goals, & words. List main ideas & details. Assign numbers to indicate order. Note ideas in complete sentences.

Planning - Activities in which students plan some or all of the activity encourage engagement by students and help to develop metacognitive skills. Planning a hypothetical activity (like a trip to Jupiter) helps students make connections between theoretical concepts and their daily lives.

Plus, Minus, Interesting (PMI) - A decision-making strategy. Students silently list positive, negative, and other aspects of a problem or solution. Aspects are shared as a group list. All alternatives are considered before decision is made.

Point Counterpoint - Presentations of arguments for, then against a particular proposal. Point-Counterpoint formats would encompass essays written by a single person, all the way up to full class debates with teams taking varying opposing viewpoints. This approach is often used in the exploration of controversial topics.

Pop Quiz - Assessment given without notice. Usually written, and used to motivate students to study each day.

PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) - A strategy to help students prepare for exams by having them predict the questions on the exam.

Posters - Student-created posters can be used at any stage of instruction. During early exposure to concepts, students can create "mini-posters" providing an visual overview of what they already know of a topic. Later in instruction, assigning a poster format encourages students to organize and prioritize materials. Group posters encourage negotiating and team skills as students debate how best to illustrate concepts. Posters can also be combined with other forms such as oral presentations and visually enhanced essays. Commercially made posters are useful as quick reference and to augment lectures or discussions.

Practice - In learning cognitive skills, repeated exposure to concepts through practice increases the probability the student will remember the concept. In learning physical skills, practice not only teaches basic skills but also conditions the body to be better able to perform the motions associated with those skills.

Praise - Verbal or written expressions of approval used by teachers to motivate students. While praise has historically been viewed as an effective means to reinforce learning, recent research indicates positive effects are seen only with certain types of praise and when used with certain types of students.

Precision Teaching - A method of planning and delivering instruction based on a student's own measurement of their frequency in performing (or not performing) certain observable actions.

Prediction Pairs - Students are paired as they listen to the teacher read a passage aloud. At each pause in the reading, the teacher prompts students to discuss with their partner what they predict will happen next in the reading.

Predictions - Students make predictions to indicate extended understanding of concepts.

PReP (Rereading Plan) - Brainstorming to activate students' existing knowledge before reading.

Presentations

Pretests

Problem Reversal - Solve problems by reversing problem and determining what not to do.

PROP Advance Organizer - A structured format to give students an overview of what to expect from upcoming instruction. Using a completed form, the teacher describes for students: Prior knowledge, Relationships, Organization, Plan

Pros and Cons - Students generate lists of arguments for or against certain ideas. These can either be actions proposed by a class, or a listing of arguments for and against ideas of historical or scientific interest.

Provocation - Similar to the "Devil's Advocate" technique but in this approach the teacher makes statements that are obviously "stupid" in order to provoke students to generate statements or situations in which the statement makes sense. For example, "Food should be free." can lead students into a discussion of different economic and social structures.

Puzzles

Q and A (Questions and Answers)

QAR (Question-Answer Relationship) - Exploration of the nature of answers. Are answers explicit or implicit in the reading, or are they internal to the reader?

Question / Check / Connect - A strategy by Edwin S. Ellis for learning more about reading by asking questions about the graphics associated with the text.

Question-Answer Relationship (QAR) - Exploration of the nature of answers. Are answers explicit or implicit in the reading, or are they internal to the reader?

Quicktalk - Pair activity in which students have exactly 30 seconds to share all they know.

Quickwrite - Pair activity in which students have a short period (typically 30 seconds) to share all they know by writing.

RAFT (Role/Audience/Format/Topic) - Post-reading activity in which students demonstrate understanding by writing for a specific audience.

Randomized Questioning - In situations where the teacher wants to ensure that all students have an opportunity to answer questions, the teacher creates note cards with the students' names on them, then shuffles the cards. AFTER asking each question, the teacher reveals the name of the student chosen at random to answer the question.

Read Aloud - Teacher reads aloud to the class to improve comprehension, expose students to correct pronunciation, or to create positive feelings about reading or a particular book.

Reality-Based Model - Useful in teaching students to manage their own behavior by helping them discover what they really in a situation, and socially acceptable ways of getting what they want.

Rebuttals

Recall, Summarize, Question, Comment, and Connect (RSQC2) - A summarization technique in which students Recall (list) key points, summarize in a single sentence, ask unanswered questions, Connect the material to the goals of the course, and write an evaluative Comment.

Reciprocal Teaching - Students take turns being the teacher for a pair or small group. Teacher role may be to clarify, ask questions, ask for predictions, etc.

Recitation - Questions and answer session dominated by the teacher. Questions usually have a single correct answer.

Redundancy - To be learned, concepts need to be revisited many times and in a variety of contexts. Younger children may need to work with a concept twenty or more times to fully understand it, while older students and adults typically need to see and use a concept three or more times to be able to remember and properly use it.

Relay Summary - Team activity to summarize reading. One team member writes one sentence summarizing reading then passes page to teammate. Continues until everyone in team has added at least one sentence.

Reports, Research Papers, and Research Projects

Restating

Revising - Students can learn by revising their own work, or by revising the work of others.

Riddles

Role-Playing

Round-Table Discussion - At a table, 4 or 5 participants informally discuss topic among themselves and with the audience.

Roundtable - Turn-based brainstorming technique.

Routines - One way to maximize teaching time, shorten delays due to transitions, and focus student behavior is to establish routines on the first day. Points to discuss include procedures for turning in work, what is expected during the first minutes of class, and what materials are needed each day.

S.W.O.T. Analysis (SWOT) - Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) in a situation.

Sample Tests

Scaffolding - Providing temporary support until help is no longer needed. Can take many forms (examples, explanations, organizers, etc.) but needs to build on student's existing knowledge.

SCAMPER - Creativity technique by that uses the SCAMPER acronym to help students remember to try many variations on an idea. SCAMPER = Substitute, Combine, Adapt, (Modify, Magnify, Minify), Put to other use, Eliminate, (Reverse, Rearrange).

Scanning - Reading or looking at material quickly to gain an overview of the content.

Script Theory - A theory about the structure of knowledge by Roger Schank. The core idea is that knowledge is stored as a series of scripts that we have composed based on our prior experiences. When some new event occurs, we try to fit the new information into our existing scripts. This reliance on existing mental frameworks makes script theory very similar to constructivism. Unlike constructivism, script theory is more concerned with discovering specific underlying shared scripts and formally recording them. Script theory is often applied to language learning and the design of educational software.

Self-Assessments - Students reflect on their performance and assess themselves.

Self-Correction - Students correct themselves during reading, speaking, or performing skills.

Self-Selected Reading - Students select the materials to read. Improves motivation because students can select materials of interest to them.

Set - Any activity at the beginning of a lesson whose function is to motivate students to participate in the learning to come and redirect the students' attention to the general objectives to be learned. An effective set may be as simple as asking a question, or as complicated as a ten-minute hands-on activity.

Share-Pair Circles - Divide class into two equal groups and each group forms a circle. The inner circle faces outward and the outer circle faces inward, to form pairs of facing students. In response to teacher questions, each pair discusses their ideas, then one of the circles rotates to create new pairs. Repeat until the original pairs are again facing each other.

Shared Stories - Students and teachers share personal stories to explore their shared and divergent values, cultures, and backgrounds.

Shared Writing - Each student contributes one or two sentences to a story written by the whole class.

Signals - Includes verbal and non-verbal communications between teachers and students.

Similarities and Differences - A form of comparison in which students first list all the similarities they can find between the two objects or concepts being compared, then they list all the differences.

Situated Learning - An educational theory by Jean Lave proposing that learning normally occurs in a specific context (i.e. with certain people or while performing certain tasks). Learning, then involves both social interactions and interactions with the real-life materials and places where the knowledge would be applied. Variations of situated learning would include apprenticeships and cognitive apprenticeships.

Six Thinking Hats - A metacognitive strategy that encourages people to look at concepts from different perspectives. Each hat represents a mode of thinking. The white hat = look at data, red = feelings, black = judgment, yellow = positive attitude, green = creativity, blue = overview.

Skill Inventory - There are two basic formats for a skill inventory. Individuals may either generate their own list of skills, or individuals may "check off" skills they possess from a list of skills. Used as a self-assessment in many fields but most often used as part of career exploration or professional development.

Skimming - Reading or looking at material quickly to gain an overview of the content.

SLANT - Teaching strategy to encourage students to participate in discussions. Sit up. Lean forward. Activate your thinking. Note important information. Track the talker.

Slip Writing - Individual brainstorming on paper followed by sharing of the written ideas in small groups.

SOAPSS - A method to encourage consideration of the context in which a particular piece of writing was created: Subject, Occasion, Audience, Purpose, Speaker, and Style.

Socratic Method - Rather than "telling," teacher leads students to concept through a series of ordered questions.

Sports - Participation in, or analysis of sporting events.

Spotlight On - Similar to "Student of the Week." The work and background of a single student is showcased to the class.

Stance Questions - Interacting with reading by taking different perspectives.

Stir the Teams - Students are assigned to teams and each student in the team has a number (typically 1 through 4). Teams discuss their group answer to the teacher's question, then when the team is done they give a signal. When all teams are done, the teacher calls a number (from 1 to 4) and the students with that number rotate to the next group to share their team's answer with their new team. The procedure then repeats through the series of questions.

STOPS - Acronym is useful to help students remember which aspects of their writing they should check when editing. STOPS stands for: Sentence structure, Tenses, Organization, Punctuation, Spelling

Structured Controversy - Students (in groups of four) "argue" about controversial topic using research to support their assigned viewpoint. Groups reach and present consensus.

Student Expectations - Often used as a first day activity, teachers can directly ask students what their expectations are for the class. Later in the course, students understanding can be assessed by eliciting information about student expectations for the upcoming topic.

Study Aids - The teacher provides students with carefully constructed tools to assist students in learning for specific structures or environments. For example, the teacher may distribute a "Guide to Using the Library" before taking students to the library to do research. Before a multiple choice test, the teacher may provide test-taking tips or tips on how to study for the upcoming test.

Stump the Teacher - Game where students make up questions based on a reading assignment. The teacher gets a point if he or she can answer the question, and the students get a point if the teacher fails to answer the question.

Syllabus - Create and distribute a syllabus (overview of the course) to students and parents at the beginning of the course. Provides students with valuable information about the upcoming concepts they will be learning along with behaviors and routines to expect.

Symposium - Participants formally present material then responds to questions from the audience.

Synectics - Metaphors generated by the students are used to help them understand controversial issues or solve problems.

TAI (Team Assisted Individualization) - Combines individualized instruction with team rewards for meeting goals.

Task Cards - Specific instructions or guides for student use at learning centers. May be an assignment, or how to practice skills.

Teacher Errors - Establish reward system for finding and correcting errors made by the teacher.

Teacher Expectations - A clear, written explanation of the teacher's expectations. This should describe desirable behavior, rules, and the steps needed to get a good grade in a course. For older students, this is often included in a syllabus handed out the first day. For younger students, this is part of the packet of information sent home to be read by the parents. As the course progresses, more detailed expectations can be revealed to the students to describe what is necessary to be successful on particular tasks.

Teacher's Background - Teachers are real people with families, hobbies, and former occupations. By sharing information about themselves with students, teachers establish themselves as both accessible and credible as a teacher.

Team Consensus - When a group response is desired, present methods to assist groups in creating responses that are satisfactory to all members of the group.

Team Product - Students work in teams to accomplish a task (either learning, or creating a physical product).

Ten Plus Two (10 + 2) - Direct instruction variation where the teacher presents for ten minutes, students share and reflect for two minutes, then the cycle repeats.

Things in Common Sheet (TIC Sheet) - Team building activity where groups explore the foods, places, activities, TV, and movies they all like and all dislike.

Three Minute Pause - After or during instruction, ask students to pause and reflect on what was learned for three minutes. Students might work individually, in pairs, or in small groups to build summary.

Ticket to Leave - Closing activity where students respond in writing or verbally to short assignment.

Turn to Your Partner – Teacher gives directions to students. Students formulate individual response, then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.

Unconscious Problem-Solving - Study problem until understand well, then take a break and relax to let unconscious mind work on problem.

Value Clarification Discussion - Discussion during which questions are open-ended and with no one right answer. Used to develop values.

Videotaping - Students produce videotapes then review their presentations. Useful in improving metacognitive and communication skills.

Wait Time - How long a teacher waits after asking a question can influence the quality of responses provided by students. Increased "wait time" also leads to increased confidence in students and improvements in classroom discipline.

Want Ads - Students write want ads. Varieties include "historical," "humorous," and as a famous character.

Web Searches and Webinars

Weblogs - Blogs, also known as weblogs, are online journals that can be used by the teacher as a means of sharing thoughts, assignments, or resources; or blogs can be created by students for the purpose of reflection, intergroup communication, or to fulfill particular assignments.

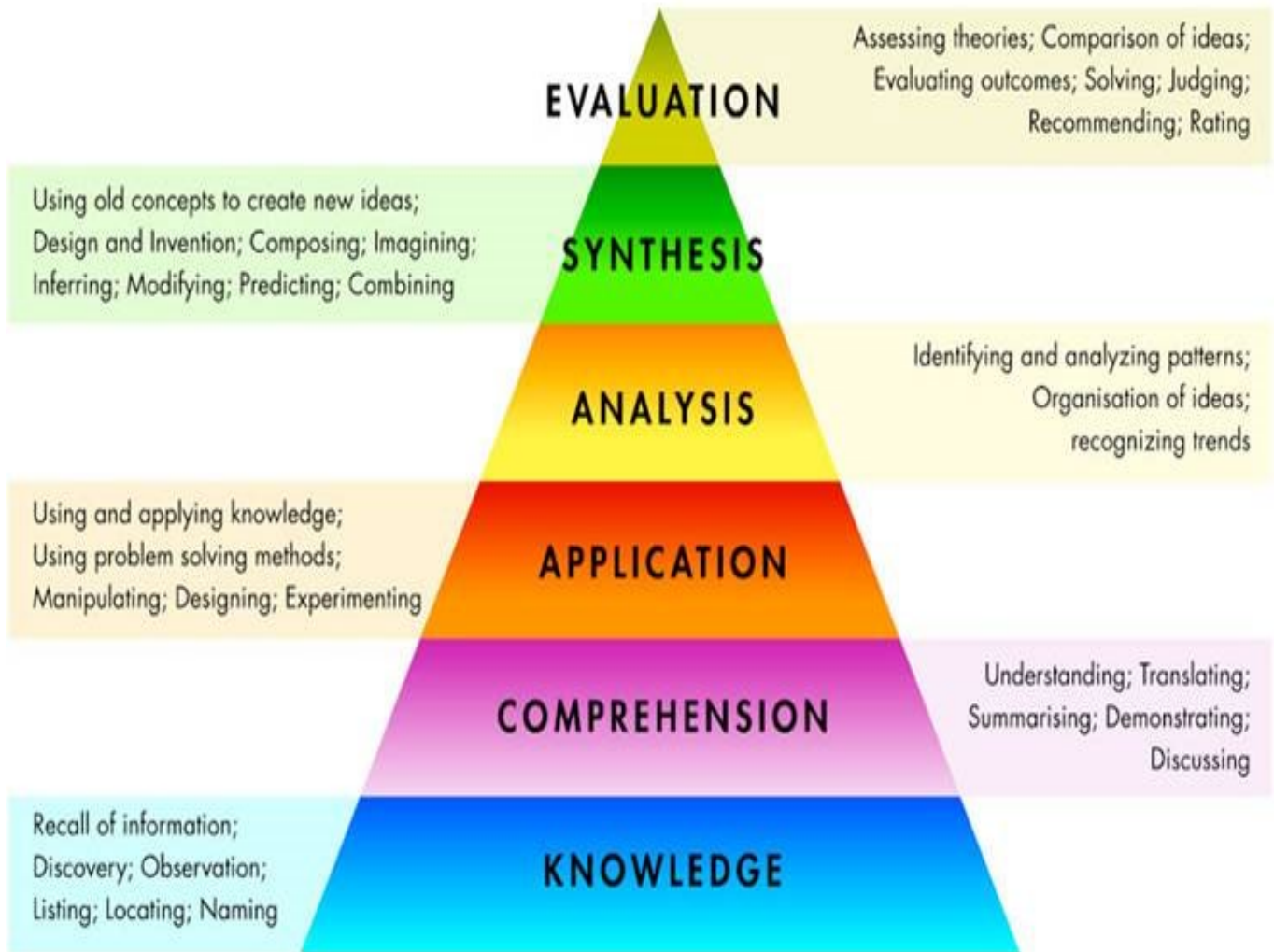
Word Bank - List or collection of words for students to choose from.

Word Sort - Students sort the lists of keywords they are given into logical groups.

Wordsplash - Students make predictions about reading based on a collection of key words and the name of the central topic. "Splash" refers to the random arrangement of the key terms around the topic at the start of the activity.

X marks the spot - Reading strategy in which students flag passages as important (mark with an "X"), interesting (mark with a "!"), or something about which they have a question (mark with a "?").

BLOOMS TAXONOMY



Bloom's Taxonomy and Critical Thinking

Level 1: Knowledge - exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:

What is . . .? How is . . .? Where is . . .? When did _____ happen? Can you recall. . .?

How did _____ happen? How would you explain . . .?

Why did . . .? How would you describe . . .?

How would you show . . .? Can you select . . .?

Who were the main . . .? Can you list three . . .?

Which one . . .? Who was . . .?

Level 2: Comprehension - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key words: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

How would you classify the type of . . .?

How would you compare . . .? contrast . . .?

Will you state or interpret in your own words . . .?

How would you rephrase the meaning . . .?

What facts or ideas show . . .?

What is the main idea of . . .?

Which statements support . . .?

Can you explain what is happening . . . what is meant . . .?

Which is the best answer . . .?

How would you summarize . . .?

Level 3: Application - solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:

How would you use . . . ?

What examples can you find to . . . ?

How would you solve _____ using what you have learned . . . ?

How would you organize _____ to show . . . ?

How would you show your understanding of . . . ?

What approach would you use to . . . ?

What other way would you plan to . . . ?

What would result if . . . ?

What facts would you select to show . . . ?

What questions would you ask in an interview with . . . ?

Level 4: Analysis - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

Key words: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

Questions:

How is _____ related to . . . ?

Why do you think . . . ?

What is the theme . . . ?

What motive is there . . . ?

Can you list the parts . . . ?

What conclusions can you draw . . . ?

How would you classify . . . ?

What evidence can you find . . . ?

What is the relationship between . . . ?

Can you make a distinction between . . . ?

What is the function of . . . ?

Level 5: Synthesis - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words: build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change

Questions:

What changes would you make to solve?

How would you improve . . . ?

What would happen if . . . ?

Can you elaborate on the reason . . . ?

Can you propose an alternative . . . ?

Suppose you could _____ what would you do . . . ?

Can you predict the outcome if . . . ?

How would you estimate the results for?

What facts can you compile . . . ?

Can you think of an original way for the?

Level 6: Evaluation - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words: award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

Questions:

Do you agree with the actions . . . ? with the outcomes . . . ?

What is your opinion of . . . ?

How would you prove . . . ? disprove . . . ?

Can you assess the value or importance of?

Would it be better if . . . ?

What would you recommend . . . ?

What choice would you have made . . . ?

What judgment would you make about . . . ?

Based on what you know; how would you explain . . . ?

Section 4

Summary and Conclusion

Research suggests that teaching may be the most difficult of all professions to master. Given the fact that beginning teachers are expected to perform the same jobs at the same level as veteran teachers, it is no surprise that the first years of teaching are quite challenging. An effective induction program may help reduce the problems and challenges faced by beginning CTE teachers with the ultimate goal of improving student growth and learning.

Although teaching involves intensive interaction with students, the work of teachers is done largely in isolation from colleagues. This isolation can be especially difficult for newcomers. After accepting a position at a school, they are frequently left to succeed or fail on their own within the confines of their program area. A beginning teacher may end up in a challenging or difficult classroom and be faced with a “trial by fire” situation that makes a difficult experience even more difficult. Therefore, supporting the new teacher at least through the first year is critical.

The APAVTS “New Teacher Induction Manual” was developed to help the new teacher successfully navigate their way through the first school year. It will be important for the new teacher and his or her mentor to discuss the ten strategies listed below. Do not hesitate to ask the Assistant Director for clarification regarding any APAVTS policies or procedures.

1. Become familiar with your school’s surroundings. This starts with your own classroom, shop, or lab area.
2. Know your school’s policies and procedures. Become familiar with the current faculty and student-parent handbooks. If possible, new teacher in-service sessions are scheduled for both 1 and 2.
3. Weekly mentor meetings during the first three months of employment. You are encouraged to ask questions. This will be normal as you find your way through the school culture and environment.
4. Develop successful classroom management strategies. This is crucial in supporting a structured learning environment. The best teachers are always prepared.
5. Develop standard routines and procedures. Have a daily routine that requires students to be prepared and organized. Remember, students want structure. You are probably one of the most stable influences in their life.
6. Make the first day and every day count. There is overwhelming evidence to support that the first two to three weeks of school are critical in determining how well students will achieve for the remainder of the year.
7. Strive to make a positive connection with your students.

8. Be prepared and organized. Students really want to learn. Effective teachers quickly learn that it is important to have the classroom under control at all times.
9. Build a support system. This would include other teachers in your core area as well as your mentor. It could also include individuals you naturally gravitate to because you have things in common.
10. Lead by example. Being average is not acceptable. Set high expectations for yourself as well as your students. Model the desired behavior.

An effective teacher is perhaps the most important factor in producing consistently high levels of student achievement. The profession must see to it that teachers are continually learning throughout their careers, and that process begins with the newest to the profession.

The bottom line remains: **good teachers make the difference**. Schools that provide structured, sustained induction, training, and support for their teachers achieve what every school seeks to achieve – improved student learning through improved professional learning.