



Resources for Coaching Teacher Candidates

Coaching Resources Section Topics

Assessment	Feedback	Classroom Environment	Planning	Instructional Practices	Practices Across Content Areas
Formative Assessment End of Lesson Assessments Using Assessments and Data for Progress Monitoring	Questioning to Increase Thinking and Rigor Eliciting Thinking Peer-to-Peer Feedback	Setting Expectations Behavior Management Classroom Activities	Backwards Design Lesson Structure TEKS Resources CCRS Resources	Modeling Pacing Technology Integration	Language Arts: Reading Language Arts: Writing Mathematics Science Social Studies Instruction for English Language Learners
Differentiation	Reflection	Professionalism			
Differentiation Foundations Accommodations	Reflective Practices	Teacher Mindsets Building Relationships			

Assessment

Assessments are used throughout educational settings to monitor, evaluate, and measure student progress. There are many types of assessments that can be used before, during, and after instruction.

Formative Assessment

Formative assessments are used throughout instruction to evaluate student learning and to monitor student needs during a lesson. Formative assessments are critical, because they allow the teacher to monitor and adjust his/her instruction during the lesson.

75 Digital Tools & Apps to support Formative Assessment

This resource provides links to 65 digital tools that can be used to formatively assess students. Digital tools can be a great way to engage students, while efficiently capturing critical student achievement data during instruction.

[Blog Link](#)

Formative Assessment Ideas

This presentation provides over 50 ways to formatively assess students during a lesson. This is a great resource to generate ideas for assessing students during a lesson.

[PowerPoint Link](#)

Check for Understanding

This document lists 50 easy ways to check for understanding during a lesson. The ideas are quick and easy to implement in any lesson.

[Blog Link](#)

Differentiating Performance Tasks

This online module defines for the teacher a performance task, shares the value of differentiating these tasks and provides five elements for differentiating.

Module Link
**Requires FREE account login*

End of Lesson Assessments

End of lesson assessments can be used at the end of the lesson to assess the effectiveness of a lesson and help teachers plan for future lessons.

Using Exit Slips as an Assessment

This video shows how a teacher uses exit slips as a low-stress assessment and to guide instruction.

Video Link

Using Assessments and Data for Progress Monitoring

Effective teachers use data to regularly monitor student progress, set goals and determine next steps to ensure all students are on track.

Developing a Comprehensive Progress Monitoring and Goal Setting Plan

This powerpoint guides students and teachers step by step through the process of creating individual and class goals, personal and group tracking systems, and incentive systems.

[PowerPoint Link](#)

Feedback

Academic Feedback refers to the verbal, non-verbal, and written information that is provided to students on their academic performance or progress in the classroom.

Questioning

Questioning is an important part of maintaining rich discussions and dialogue. Questions prompt thinking and help to push conversations forward in the classroom. Teachers can use questions to prompt student discussion and to give feedback by drawing attention to different perspectives and ideas through the use of carefully worded questions.

Costa's Levels of Questioning

These resources provide an overview of Costa's three levels of questioning. Question words and stems are organized by level of cognitive rigor.

[Document Link](#)

[Document Link](#)

Generating Effective Questions

This article provides links to several resources that support with generating effective questions. It draws attention to the way that questions are phrased and the impact this can have on students' responses or motivation to respond.

[Blog Link](#)

Delivering Questions Effectively	This module explores actions that will help teachers deliver questions effectively.	<u>Module Link</u> <i>*Requires FREE account login</i>
Using Questions to Promote Thinking	This video could be shared with candidates to have them script for the types of questions Mr. Crandall asks to engage students in thinking. Candidates could be asked to watch the 7-minute clip, write the questions that they hear the teacher utilizing and then write the why/purpose for the questions. Candidates could be asked to draw conclusions on how they will use this example to improve their questioning of students.	<u>Video Link</u> <u>Template Link</u>
Using Questions to Promote Thinking	This 3-minute video models for candidates how to use Open Ended questions to empower students. Candidates could be asked to watch the 3 minute clip, write the questions that they hear the teacher utilizing and then write the why/purpose for the questions. Candidates could be asked to draw conclusions on how they will use this example to improve their questioning of students.	<u>Video Link</u> <u>Template Link</u>

Eliciting Student Thinking

Eliciting student thinking refers to questions or tasks that prompt students to share their thinking. This is an important part of academic discourse, because it allows the teacher to better understand how to support student learning.

Question Prompts to Elicit Student Thinking in Math	This document lists question stems that can be used to prompt student thinking during mathematics instruction. The questions are organized into helpful sections to use at the beginning, middle and end of instruction.	<u>Document Link</u>
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Teaching Works Eliciting Student Thinking Decomposition	This collection of resources includes videos and information geared towards helping novice teachers to learn the art of eliciting student thinking.	<u>Document Link</u> <i>*Requires account login</i>
Using writing to promote thinking	This quick video shows how a teacher uses post-it notes to help students with their thinking while reading.	<u>Video Link</u>
Increasing the Effectiveness of Teacher Feedback	This article outlines how to increase the effectiveness of teacher feedback using 20 guiding principles.	<u>Web Link</u>
Reviewing the Why and How of Academic Feedback	This short video provides the research behind academic feedback, opportunities for academic feedback, and examples for implementation.	<u>Video Link</u>
Common Methods to Check for Student Understanding	This list provides suggestions for gathering student feedback throughout lessons.	<u>Document Link</u>

Innovative Formative Assessment Examples	This article provides both common and unique methods of providing formative assessments in the classroom.	<u>Web Link</u>
Formative Assessments that Make a Difference in Classrooms	This article provides opportunities to design formative assessments based on where students are currently at in the learning process. It includes examples and technology infusion opportunities.	<u>Document Link</u>
Creating Quality Rubrics	These articles explain the necessary steps to take when developing a high quality rubric for the classroom.	<u>Article Link</u> <u>Document Link</u>
Observing Models of Academic Feedback	This template allows for teacher candidates to observe a model teacher giving academic feedback by collecting evidence during a lesson based on 5 different categories of feedback. Following this experience, a teacher candidate can be observed using this same template to help their coach provide evidence of strengths and missed opportunities.	<u>Template Link</u>

Peer-to-Peer Feedback

Providing students with opportunities to share feedback is an engaging way to get students to think critically and evaluate work based on set criteria. Not only do students learn from the feedback they get, they also learn through the process of providing feedback to others.

Partner Feedback Sentence Frames

These sentence frames provide the opportunity for students to share feedback that is positive, neutral, or suggest changes. It also provides guiding questions to support the peer who is giving the feedback in thinking critically about their role.

[Document Link](#)

Classroom Environment

Classroom environment refers to the physical, cultural, and emotional aspects of the classroom. Classroom environments should be safe, equitable, and encouraging so that students feel empowered to learn and interact with their peers.

Setting Expectations

Students and teachers should have clear expectations for how to interact with each other in class. Setting norms and creating clear processes for classroom activities are a key foundation for creating safe and equitable learning environments.

Setting Consistent Classroom Expectations

This blog post provides 5 tips for setting consistent classroom expectations. The information provides a good foundation for understanding the importance of classroom behavior expectations.

[Blog Link](#)

Welcoming Students With A Smile

This article addresses how being proactive in the first 15 minutes of school can increase engagement and decrease behavior issues throughout the school day. This article could also be utilized in connection with the Student Perception Survey.

[Article Link](#)

Teaching Students the Concept of Malleable Intelligence	These student-friendly articles explain the concept of malleable intelligence and can be used to influence teacher and student mindsets.	<u>Document Link</u>
An Introduction to Managing Student Behavior Using the Book <i>Teaching As Leadership</i>	This powerpoint walks teacher candidates through both personal reflection and a jigsaw activity of the initial chapters in the book <i>Teaching As Leadership</i> to increase skills and knowledge in managing student behavior.	<u>Powerpoint Link</u>
Developing Clear Classroom Expectations	In this set of resources, teacher candidates are able to brainstorm procedures and rules, view a detailed sample set of procedures, then develop their own detailed set of classroom procedures.	<u>Document Link</u> <u>Document Link</u> <u>Template Link</u>
Establishing Teacher Presence	This video shares with a new teacher how to create a presence that is proactive.	<u>Video Link</u> <i>*Requires FREE account login</i>
Building Rapport with College Learners	This article depicts one method of building a positive rapport with college learners to increase positive relationships between instructors and students.	<u>Web Link</u>

Building Positive Relationships through Mutual Respect	This article shares helpful tips for building positive and mutually respectful relationships between teachers and students.	<u>Article Link</u>
Building a Restorative Justice Classroom	This article provides a step by step process for creating a restorative justice classroom.	<u>Document Link</u>
6 questions to tackle when creating an environment of respect and rapport	This article examines what teacher actions must be taken to successfully build an environment of respect and rapport.	<u>Web Link</u>
Model Lesson: Community Building	This lesson demonstrates how community building practices can and should be planned for and implemented in the classroom in a strategic manner.	<u>Document Link</u>

Behavior Management

Causes of Misbehavior	This online module explores possible causes of student misbehavior and plans interventions to address those causes.	<u>Module Link</u> <i>*Requires FREE account login</i>
Giving Effective Praise	This online module explains the purpose of providing praise to acknowledge and reinforce desired behaviors.	<u>Module Link</u> <i>*Requires FREE account login</i>
De-Escalation Techniques	These articles emphasize how to de-escalate student behaviors in a positive, support manner without power struggling.	<u>Web Link</u> <u>Document Link</u> <u>Document Link</u>
Questions for Teacher Candidates to Reflect on their Current Management Practices	This article allows for self-reflection on current management practices.	<u>Web Link</u>

Creating Logical Consequences	This online module explains the relationship between rules, behavioral expectations and consequences.	<u>Module Link</u> <i>*Requires FREE account login</i>
Basic Proactive Classroom Management Strategies	This online module will define proactive classroom management and will provide three strategies for how to incorporate this into the classroom.	<u>Module Link</u> <i>*Requires FREE account login</i> <u>Video Link</u> <i>*Requires FREE account login</i>
Classroom Management that Supports Students who have had Adverse Childhood Experiences	This PowerPoint gives an introduction to key management issues that arise when working with students who have given trauma. It explains brain research as well as tactics to be support students who have numerous adverse childhood experiences.	<u>Document Link</u>
Using feedback to set High Expectations	This chapter describes how teachers can use targeted feedback to hold students to high behavioral expectations.	<u>Document Link</u>

Developing Whole-Child Learner Profiles	These learner profile cards allow teachers to track information regarding students both academically and personally for ease of use in planning.	<u>Document Link</u>
Reflecting on Teacher Management Style	In this self-assessment, teachers will reflect on their style of management, identifying whether they fall predominantly into passive, active, or aggressive styles of management.	<u>Document Link</u>
Mentor Training: Using Co-Teaching to Increase Success in Managing the Classroom	In this PowerPoint, mentor teachers and teacher candidates analyze their data to determine how to best use co-teaching to address challenging classroom management areas.	<u>PowerPoint Link</u>
Rehearsing Classroom Management: Asserting Authority – Role Plays	This form allows for peer feedback during classroom management role plays, emphasizing assertive teacher behavior.	<u>Document Link</u>

Classroom Activities

Instructional Strategies	This document provides strategies to activate student based learning.	<u>Document Link</u>
Using Learner Profiles to Increase Planning Success	This brief article provides insight into how to create and use learner profiles to create plans that will meet the needs of all learners.	<u>Article Link</u> <u>Web Link</u>

Planning

High-quality instruction begins with a clear vision and goal for student learning. Planning for instruction takes time, thought, and revisions. There are many tools and strategies that can be used to help with planning, but the main focus should always be on creating instruction that is aligned to the standards and effectively meets the needs of all students.

Backwards Design Lesson Planning

Every lesson should begin with the end in mind. Backwards Design Lesson Planning starts with looking at the standards and identifying or creating an aligned assessment to determine student mastery of the objective.

Backwards Design Lesson Planning Module	This online module provides an overview of how to use backwards design lesson planning to ensure that your lesson aligns to the standards.	<u>Module Link</u> <i>*Requires FREE account login</i>
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Developing a Quality Lesson	<p>These video links help candidates to think about their planning and what students need (practice and feedback).</p>	<p><u>Video Link</u> <i>*Requires FREE account login</i></p> <p><u>Video Link</u> <i>*Requires FREE account login</i></p> <p><u>Video Link</u> <i>*Requires FREE account login</i></p> <p><u>Video Link</u> <i>*Requires FREE account login</i></p>
Unwrapping Standards Resources	<p>In this section, two models of unwrapping standards are given to demonstrate the thinking process.</p>	<p><u>PowerPoint Link</u></p> <p><u>Document Link</u></p> <p><u>Document Link</u></p>
Step by Step Process for Creating a Great Lesson Plan	<p>This walks teachers step-by step-through lesson planning in each part of an effective lesson plan.</p>	<p><u>PowerPoint Link</u></p> <p><u>PowerPoint Link</u></p>

Lesson Structure

Lessons should be structured in a way that maximize instructional time and are responsive to the learners in the classroom. Appropriately organizing lessons is a key element in helping learners to master the objectives.

Elements of a Lesson Opening	<p>This online resource explains elements of an effective lesson opening. Opening/hook strategies are explored.</p>	<p><u>Module Link</u> <i>*Requires FREE account login</i></p> <p><u>Video Link</u> <i>*Requires FREE account login</i></p>
Elements of a Lesson Closure	<p>This online resource explains elements of an effective lesson closure. Closure strategies are explored.</p>	<p><u>Module Link</u> <i>*Requires FREE account login</i></p> <p><u>Video Link</u> <i>*Requires FREE account login</i></p>
Peer Conference Planning Sentence Frames	<p>This resource allows peers to conference about an upcoming lesson plan using sentence frames to help teacher candidates articulate all parts of a lesson plan.</p>	<p><u>Document Link</u></p>

TEKS resources

This section focuses on providing resources that are specific to the standards in Texas, which are called TEKS.

TEKS resources	This online resource provides Instructional Focus Documents for the TEKS. Common misconceptions, vocabulary and unit understandings for the unit can be found. You can sign in as a guest and use the Parent Resource tab.	<u>Web Link</u> <i>May have to sign-in as a guest or parent to view resources</i>
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TEKS resources	This online resource provides TEKS support. Click on resources, find your grade level and subject of interest. Vocabulary for concept development according to the TEK is provided. Concepts that are new to the grade level are also defined.	<u>Web Link</u>
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College and Career Ready Resources

CCRS resources	LearnZillion is a free online CCRS resource site that provides access to high-quality, bite-sized content used by thousands of teachers for whole class instruction, small group interventions, and parent engagement. Curricula include teacher materials, student materials, assessments, family resources, analytics, videos and teaching guides to support strategic, standards-based instruction.	<u>Web Link</u> <i>*Requires FREE account login</i>
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CCRS resources	Achieve the Core is a 'one-stop-shop' for a MULTITUDE of online resources providing extensive CCRS support. If you are going to use a single site- this is it!	<u>Web Link</u>
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Instructional Practices

When teachers present content they should provide models, examples, analogies, and clear expectations in order to help students master the new content and/or skills. There are many ways to present new content to students, but it is critical to pick the methods that will be most appropriate for the students based on their prior knowledge and learning needs.

Modeling

Students need clear and explicit models to help them master new content. Modeling can be provided by the teacher, online simulations, and/or other students in the classroom. Modeling should be explicit and teachers should take the time to label the skills and thinking during the model.

Modeling Effectively Module

This is an online module that prepares you for modeling effectively in your lessons. A tool is provided to help with planning and delivery of instruction.

Module Link
**Requires FREE account login*

Modeling Subtraction (K-2)

This article describes a lesson that asked students to work on subtraction in a hands on, relevant way. The teacher explicitly questions and models to guide students in thinking about subtraction. Candidates could be asked to read the summary and highlight behaviors from the teacher that helped the students to be successful.

Document Link

Pacing

The speed and momentum of lessons is dependent on the needs of the students. It is critical to create a brisk, yet appropriate pace when delivering instruction to ensure that the learners stay engaged and that everyone is on target to meeting the learning goals.

Giving Clear and Concise Directions	In this module, teachers learn about the connection between clear and explicit directions, student behavior, and issues of fairness and equity. They learn a step-by-step process for crafting clear directions, and the criteria that effective directions should meet. They engage in a practice scenario where they help craft a new set of directions to help a struggling teacher.	<u>Module Link</u> <i>*Requires FREE account login</i>
Building Modern Classrooms That Meet the Needs of All Learners	This blog explores the idea of meeting the various, diverse needs in the classroom. The author explores, “I had to meet the needs of my quickest learners while simultaneously providing the appropriate support for my students with critical learning gaps. I worked to develop a three-pronged approach built on blended instruction, self-paced structure and mastery-based assessment.”	<u>Blog Link</u>
Modeling Pacing	This teacher models to candidates how to move the lesson through I Do, We Do and You Do while teaching a clear objective in a timely way. Candidates could be asked to watch and script the 30 minute video watching for time stamps for I Do, We Do and You Do. A scripting form is included in the resource link.	<u>Video Link</u> <u>Document Link</u>

Technology Integration

Teaching in modern classrooms requires the use of technology. Not only should teachers apply and model technology skills, but students should have opportunities to engage in learning experiences that utilize technology to enhance the content.

SAMR Model for Technology Integration	This video explains four levels of technology integration (substitution, augmentation, modification, and redefinition). Examples are provided on how to take basic tasks and enhance them using technology.	<u>Video Link</u>
Technology Resource List	This list provides links and descriptions to a variety of resources that can be used for planning or instruction. There are several links to technology resources that can be used with students.	<u>Document Link</u>
100 Apps	This is a list of 100 apps that can be used for educational purposes. There are a variety of apps provided that focus on specific content, planning or teaching practices.	<u>Document Link</u>
Virtual Field Trips	This resource provides a list of various websites that can be used to do virtual field trips in the classroom. A virtual field trip uses websites, videos, and other resources to allow students to explore places where they can't easily travel.	<u>Video Link</u> <u>Document Link</u>

Professionalism

Teaching requires attention to all aspects of professionalism. It is important to maintain positive relationships, meet deadlines, carry-out responsibilities, and present oneself in a respectful way at all times.

Teacher Mindsets

Coaching Resistant Educators	These resources provide step-by-step processes for how to approach teachers who are resistant to change or not bought in to core school beliefs.	<u>Blog Link</u> <u>Article Link</u>
Coping with Teacher Stress	This module guides the teacher, as they practice coping strategies, to address stress and observe interviews with educators affected by stress.	<u>Module Link</u> <i>*Requires FREE account login</i>

Building Relationships

Maintaining Professional Relationships	This module provides strategies for helping teachers develop and maintain professional relationships.	<u>Module Link</u> <i>*Requires FREE account login</i>
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A Four-Part System to Build Relationships with Students

This website provides teacher candidates with a step-by-step process for getting to know their students and build positive relationships with them.

[Web Link](#)

Differentiation

Teachers must provide strategic instruction that meets the needs of learners based on academic, behavior, and emotional needs. Teachers should be aware of the unique profile of all learners to effectively guide them to reaching their potential. Decision making should be clearly based on the individuals in each classroom with evidence supporting each practice.

Differentiation Foundations

The Basics of Differentiation

This module will provide the basics of differentiation and its importance in instruction.

[Module Link](#)
**Requires FREE account login*

Differentiation Strategy: Performance Tasks

In this module you will:

- Define performance task.
- Describe the types of learning objectives most appropriate for performance tasks.
- Explain why a teacher would use a differentiated performance task.
- Describe five elements for differentiating performance tasks.

[Module Link](#)
**Requires FREE account login*

Differentiation Strategy: Student Choice	<p>In this module you will:</p> <ul style="list-style-type: none"> • Describe academic student choice. • Explain the benefits of student choice. • Describe four steps for integrating student choice into a classroom. 	<p><u>Module Link</u> <i>*Requires FREE account login</i></p>
Differentiation Strategy: Respectful Tasks That Honor Multiple Intelligences	<p>In this module you will:</p> <ul style="list-style-type: none"> • Explain what differentiating by process means. • Explain the importance of differentiating by process. • Explore the criteria that respectful learning tasks must meet. • Create and evaluate respectful learning tasks. 	<p><u>Module Link</u> <i>*Requires FREE account login</i></p>
Preparing to Differentiate: Learner Profile	<p>In this module you will:</p> <ul style="list-style-type: none"> • Describe the four components of a learner profile. • Explain how a learner profile impacts differentiation. • Identify what to observe for in order to differentiate according to elements of a learner profile. 	<p><u>Module Link</u> <i>*Requires FREE account login</i></p>
Preparing to Differentiate: Student Interest	<p>In this module you will:</p> <ul style="list-style-type: none"> • Explain the connection between student interest and differentiation. • Learn how to gather, organize, and sort information about student interest. 	<p><u>Module Link</u> <i>*Requires FREE account login</i></p>

Four Ways Teachers Can Differentiate in the Classroom	In this article, the author discusses four ways to use solid data in the classroom to adjust instruction based on how students learn.	<u>Article Link</u>
Classroom Attribute Comparison	This resource compares the characteristics between a traditional classroom and a differentiated classroom.	<u>Document Link</u>
Science Differentiation Example	In this video resource, a teacher talks about how she differentiates instruction in her third-grade science lessons.	<u>Video Link</u>
Differentiation Through Interactive Games	This video highlights the ways in which a 2 nd grade teacher utilizes online interactive math games and strategies that fit their learning styles, while he pulls struggling students in a small group for additional support.	<u>Video Link</u>

Differentiating with Learning Menus	In this video, the teacher explains her process for providing both choice and differentiation through learning menus to demonstrate mastery of content in her 7 th grade Social Studies classroom.	<u>Video Link</u>
New Teacher Survival Guide: Differentiating Instruction	This video shows a new teacher's first attempt at differentiation in her high school chemistry class. There are also "thought starter" questions to generate discussion following the video.	<u>Video Link</u>
Maximizing the Learning of All Students	This IRIS module details how to differentiate instruction by content process, and/or product by exploring student readiness level, interests, and learning preferences.	<u>Module Link</u>
Differentiation 9 Grid	This resource includes the commonly used 9 Grid to help guide teachers in making decisions regarding accommodations and modifications.	<u>Document Link</u>
Differentiating Assignment Menus	This resource walks teachers through the process of developing differentiated assignment menus to allow students to demonstrate learning based on interest and mastery.	<u>Document Link</u>

Using Student Interest to Differentiate	This online module explains the connection between student interest and differentiation and provides practical ways for teachers to gather and organize information about student interest.	<u>Module Link</u> <i>*Requires FREE account login</i>
Providing Interventions in Different Levels of RTI	This article provides an explanation of different interventions that may be used for students in levels 1, 2, or 3 in RTI.	<u>Article Link</u>

Accommodations

Types of Curriculum Adaptations	This resource outlines differentiation options for accommodations and modifications with a description and examples for each.	<u>Document Link</u>
Universal Design for Learning (UDL)	This brief video describes how Universal Design for Learning minimizes barriers and maximizes learning for the diverse learning needs of students.	<u>Video Link</u>

The UDL Guidelines	<p>This website details the UDL guidelines along with specific suggestions that can be applied across content areas to differentiate by multiple means of engagement, representation, and action and expression.</p>	<u>Website Link</u>
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Practices Across Content Areas

Teachers must both understand and be able to articulate the content they are teaching. They should be able to plan and execute individual lessons, while also helping students understand the big picture of the content area as a whole.

Language Arts: Reading		
Video Collection: 5 Pillars of Literacy	<p>In these five short screencasts, the essential pillars of literacy are reviewed. These include short overviews of each of the following: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary.</p>	<u>Screencast Links</u>
Reading Interventions That Work	<p>This handbook provides different strategies for teachers to implement based on student reading needs.</p>	<u>Document Link</u>

Sample Phonemic Awareness Drills	This document includes phonemic awareness drills to demonstrate the different types of phonemic awareness that must be taught during reading development.	<u>Document Link</u>
A Comprehensive Guide to Phonics Instruction	This packet contains the essential principles of phonics instruction as well as research and common myths about teaching phonics. It also includes a step by step process for introducing phonemes and graphemes. In addition, there are implementation resources and activities.	<u>Document Link</u>
Phonics Lesson Planning	This section includes a lesson plan to demonstrate a model approach to introducing a new letter and a skeleton lesson plan that guides teacher candidates to produce a new phonics lesson with scaffolding.	<u>Document Link</u> <u>Document Link</u>
Reading Comprehension Questions	In this resource, comprehension questions are given by skill type including making connections, asking questions, etc.	<u>Document Link</u>

Reading Comprehension Model Plan and Skeleton Plan for Scaffolding	This is a reading comprehension model plan that includes ideas for scaffolding.	<u>Document Link</u>
High Interest Reading Lesson Plan for High Schoolers (Close Reading)	In this powerpoint, an example is provided of close reading for high school students using song lyrics to demonstrate perspective.	<u>PowerPoint Link</u>
Reading Fluency Powerpoint and Activities	This powerpoint outlines the importance of reading fluency, what reading fluency includes, and opportunities to practice developing reading fluency activities for students.	<u>PowerPoint Link</u>
Reading Fluency Skeleton Plan	This is a skeleton lesson plan that can guide teacher candidates to produce a fluency lesson with scaffolding.	<u>Document Link</u>

7 Reading Comprehension Strategies	This article provides reading comprehension strategies and additional resources for implementation.	<u>Article Link</u>
Creating a Balanced Literacy Block	This blog post provides an explanation of how to structure a school day to include all of the elements of literacy necessary for success. The example is for a first grade classroom, but the concepts are applicable to any early elementary education classroom.	<u>Blog Link</u>
Sample Reading Intervention Plan Using Small Groupings	In this sample unit plan, students work in both full class and small group settings based on their data.	<u>Document Link</u>
Academic Language Function Toolkit	This toolkit provides support across content areas based on the the function of the language students are using. Sentence frames, graphic organizers, cue words, strategies, and examples are given.	<u>Document Link</u>

**Using Literacy Across
Content Areas**

This article gives different instructional strategies for learning across content areas using literacy.

[Article Link](#)

Language Arts: Writing

**Quantitative six traits
writing rubric**

This rubric can be used for teachers to set clear expectations when building writing skills with students.

[Document Link](#)

**Model Writing Lesson
Plan with
Differentiation**

This lesson plan models how to effectively teach a writing skill (mood) with differentiation.

[Document Link](#)

[Powerpoint Link](#)

Social Studies

**Model Social Studies
Unit Plan with
Differentiation**

In this unit plan, standards are broken down into daily tasks with clear outcomes, differentiation, and a rubric for a cumulative final assessment.

[Document Link](#)

**Social Studies Rubric
Examples**

This rubric can be used as a model for social studies teachers for argumentative essays.

[Document Link](#)

Science

**Sample Scientific
Method Rubric**

These are scientific method rubrics that can be used to help teachers backwards design plans to meet the components of the scientific method.

[Document Link](#)

[Document Link](#)

**Model Science Plan
with Scaffolding for
All Learners**

This powerpoint and lesson plan demonstrate best practices for teaching a problem based lesson in science with supports for English Language Learners and students with special needs. The topic is friction.

[Document Link](#)

50 Innovative Methods for Teaching Science	This article provides methods for teaching science that engage the learner while providing high quality instruction.	<u>Article Link</u>
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Mathematics

Problem Solving Model for Students with English Language Learning Needs	This PowerPoint can be used to review best practices when working with English Language Learners in math. Specifically, this can be used to demonstrate the CUBES problem solving strategy with language supports.	<u>PowerPoint Link</u> <u>Document Link</u>
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Template for building math strategy powerpoints	This PowerPoint is an outline for teacher candidates to use to build out a problem solving lesson that scaffolds for all learners.	<u>PowerPoint Link</u>
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5 Evidence Based Strategies for Teaching Math to Young Children	This article shares five research based best practices for teaching math to young learners.	<u>Article Link</u>
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**Defining
Mathematical
Practices**

This articles breaks down the eight mathematical practices found in Common Core to provide a definition and explanation for each.

[Article Link](#)

Instruction for English Language Learners

**Primary Language
Supports**

One element effective ELL teachers have in common is the belief that the students' native language is a resource. This online module explores ways teachers can use a student's primary language and home culture to increase their ability to acquire English.

[Module Link](#)

**Discipline Specific
Discourse**

This online module highlights how explicitly teaching discourse can provide ELLs with the opportunity to engage in discipline-specific practices that support language competence while simultaneously building conceptual understanding.

[Module Link](#)

**Content Language
Objectives**

This online module examines the importance of combining English language instruction with content. It includes ways of teaching vocabulary, syntax, and discourse required for students to acquire new knowledge and demonstrate what they've learned without sacrificing meaningful, grade appropriate content.

[Module Link](#)

Metacognitive & Metalinguistic Strategies	This online module explores the role of metacognitive tools and metalinguistic awareness in supporting ELLs' access to complex text. It highlights the relationship between metalinguistic awareness and metacognitive tools (form, function, and meaning) and identifies opportunities to talk to students about the way language works to make meaning out of academic talk and texts.	<u>Module Link</u>
ELL Specific Assessment	By the end of this online module you will know what educators need to perform regular formative assessments for content <u>and</u> language, understand the use of different formative assessments for reading, writing, and oral language and identify ways to use assessments to differentiate learning at various stages of language proficiency.	<u>Module Link</u>
Field-Tested Lesson Plans	This website shares nearly 30 lesson plans developed by teachers for teachers (and used with English language learners in real classrooms). The lesson plans incorporate the learning from the five modules highlighted above. Lesson plans are divided by grade level.	<u>Website Link</u>

Reflection

Taking the time to reflect on instruction is an important practice for teachers of all ability levels. Reviewing the successes and challenges of each lesson, help teachers to refine their practice and better meet the needs of their students.

Reflective Practices

Teachers should consistently reflect on all areas of their practice and engage in regular goal setting and development to continuously increase their effectiveness.

Self-Reflection Questions Following a Lesson	This resource provides questions differentiated by components of the lesson.	<u>Document Link</u>
Sample Completed Self-Reflection Using Student Data following a lesson	This resource includes a template for teacher self-reflection following a lesson using student data as the catalyst for analysis. It also includes a sample completed self-reflection demonstrating the use of data to drive reflective practices and decision making. Teacher actions are emphasized to demonstrate best professional practices.	<u>Template Link</u> <u>Document Link</u>
Data Driven Decision Making Practices	In this PowerPoint, students are guided through scaffolded opportunities to analyze student academic and behavioral data. Opportunities for practice are included.	<u>PowerPoint Link</u>