

Guest Teacher Academy 2019



Agenda

- **Classrooms Today**
- **Basic Expectations**
- **Supporting students through the lens of differentiation**







Classroom Management

Purpose:

- ⦿ What is the expected end product of this activity?
- ⦿ What is the task or objective?

Conversation:

- ⦿ Can students converse during this activity?

Movement:

- ⦿ Can students move throughout the classroom for this activity?



What Might It Look Like?

Collaboration



Direct Instruction



Digital Time



Assessment



What Might It Look Like?

Collaboration

- ⦿ There will be volume, but at an appropriate level
- ⦿ Expectation needs to be that all conversations are on - task discussions

Direct Instruction

- ⦿ Expectation is that students will be learning from you and taking notes in either a digital or written format

Digital Time

- ⦿ Expectation is that students are using their chromebooks or other devices for on task learning
- ⦿ Feel free to have students “close the lid”

Assessment

- ⦿ Expectation is that noise level is at a minimum or none

Classroom Noise Level



Walking around Monitoring the student’s use is critical in all classroom activities

A background network diagram consisting of interconnected nodes and lines. Some nodes are highlighted with blue circles or dots. The nodes are arranged in a complex, non-linear pattern, suggesting a network or system structure.

Refer to your rules as **expectations**.

- Let your students know this is how you **expect them** to behave in your classroom and also share what **they can expect from** you.



Exercise Professional Judgement & Interaction with Students

Exercising Professional Judgement

- ⊙ Rational detachment- **stay in control** of our own behavior and do not take the actions of students personally
- ⊙ **Set expectations** and **follow through** with the limits that you set. The student ultimately chooses the consequence.
- ⊙ Be a **role model** and demonstrate the **appropriate behavior** as a staff member that we would expect from our students
- ⊙ Never speak about a student in front of them, always involve them in the conversation. Debrief about behavioral episodes or concerns with **relevant** staff members in privacy

Exercising Professional Judgement

- ⦿ Use only **proper humor** (never share sexual and racial jokes and sarcasm).
- ⦿ Maintain a **professional barrier** between you and students. You are the **adult**, the **teacher**, and the **professional**.
- ⦿ **Be confidential** (what you hear at school stays at school).
- ⦿ Never leave your students **unsupervised**.
- ⦿ **Respect** students and their cultural backgrounds.
- ⦿ Your **Political** and **religious** viewpoints should not become part of the school day.

A decorative background featuring a network diagram with nodes and connecting lines. The nodes are represented by circles of varying sizes and colors, including light gray, dark gray, and blue. Some nodes are highlighted with a blue outline. The lines connecting the nodes are thin and light gray. The overall style is clean and modern, suggesting a digital or educational theme.

Supporting students through the lens of differentiation

Students as English Learners

As of May 2019 we have 2876 students in the district who receive EL services

- ◎ Preschool: 368
- ◎ Elementary: 2005
- ◎ Middle School: 286
- ◎ High School: 217

There are 71 languages spoken by students receiving EL services but over 100 languages spoken by all students within IPSD 204.

- ◎ The top ten languages spoken by ELs are:
 - Spanish
 - Telugu
 - Hindi
 - Urdu
 - Tamil
 - Arabic
 - Mandarin
 - Gujarati
 - Malayalam
 - Russian
- ◎ 25% of ELs speak Spanish
- ◎ 45% of ELs speak an Indian languages. We have 14 Indian languages represented in the ELL Program

Students as English Learners

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|--|---|
| <ul style="list-style-type: none">● Real Life Objects● Manipulatives● Pictures and photographs● Illustrations, drawings & diagrams● Magazines and newspapers● Physical activities● Videos & Films● Broadcasts● Models & Figures | <ul style="list-style-type: none">● Charts● Graphic organizers● Tables● Graphs● Timelines● Number lines● Sentence frames | <ul style="list-style-type: none">● In pairs or partners● In triads or small groups● In a whole group● Using cooperative group structures● With the internet or software programs● In the home language● With mentors |

Students with Special Needs

In our general education and special education classes, you may encounter differently abled students. The following are identified disabilities that you may encounter in any classroom:

- **autism**
- **deaf-blindness**
- **deafness**
- **emotional disturbance**
- **hearing impairment**
- **intellectual disability**
- **multiple disabilities**
- **orthopedic impairment**
- **speech or language impairment**
- **specific learning disability**
- **visual impairment (including blindness)**
- **traumatic brain injury**
- **other health impairment**

Students with Special Needs

A student's disability could impact them in any of the following ways

| Academic | Communication | Physical | Self- Care | Sensory |
|--|--|---|---|--|
| <ul style="list-style-type: none">● Comprehension● Fluency● Writing● Math | <ul style="list-style-type: none">● Receptive● Expressive | <ul style="list-style-type: none">● Fine motor● Gross motor● Ambulatory | <ul style="list-style-type: none">● Bathrooming● Feeding● Hygiene | <ul style="list-style-type: none">● Visual● Touch● Auditory● Vestibular |

Supporting Student Learning: Prompting Hierarchies

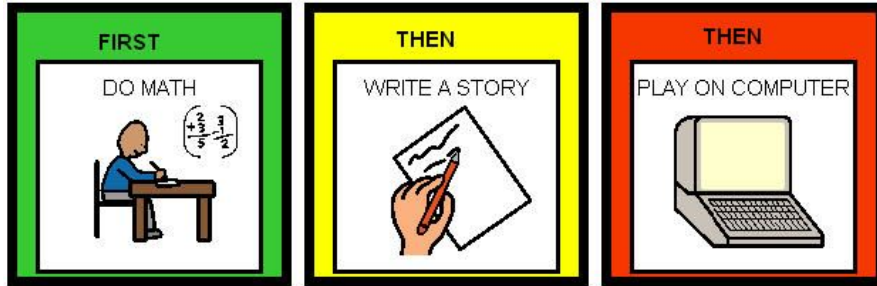
A prompt is anything we do that provides learners with assistance to increase the probability that the desired behavior, response, or skill will occur

- The use of **prompting procedures** increases the probability that students use target skills correctly
- Do not automatically assume that a student needs a prompt! Provide wait time

Prompting Hierarchies

| Type of Prompt | Description | Example |
|--------------------|--|---|
| Independent | Student is expected to complete task without staff support (student may use visual supports). | <ul style="list-style-type: none">- Utilizes task strip to complete morning routine- Access independent bins using task strip |
| Gesture | Staff makes a gesture (point, tap, facial expressions) to prompt the desired response (hands off student, may refer to visual supports). | <ul style="list-style-type: none">- Staff points to schedule, task strip- Staff taps backpack, lunch bin- Staff uses ASL to give directions |
| Verbal | Staff verbally models the desired response. Keep language simple – least amount of words. | <ul style="list-style-type: none">- “Get your lunch box.”- “Check your schedule.” |
| Model | Staff models part or whole desired response (hands off student). | <ul style="list-style-type: none">- Staff raises hand to model appropriate group behavior- Staff draws a circle, tells student “your turn” |
| Physical - Partial | Student requires partial physical assistance (tap at shoulder, elbow, wrist). | <ul style="list-style-type: none">- Staff taps student shoulder to initiate taking out folder- Staff taps student elbow to initiate work bin |
| Physical - Full | Student requires complete “hand over hand” assistance. | <ul style="list-style-type: none">- Staff will take student hand and guide them to pick up task.- Staff will take student hand to unzip coat. |

Supports for Students with Special Needs

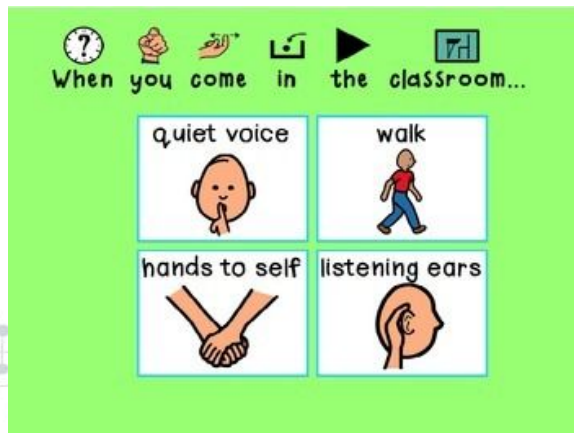
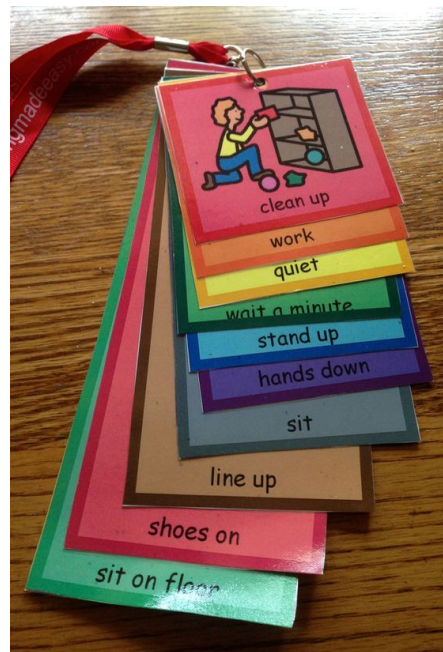


| | |
|--------|---|
| Start | <i>Math time</i> <i>Need: Math worksheet, Pencil, Calculator</i> |
| Amount | <i>- 10 addition problems</i> <i>- 10 subtraction problems</i> <i>- 2 word problems</i> |
| Done | <i>All problems finished and correct</i> <i>Raise hand - have teacher check</i> <i>Turn into All done Bin</i> |
| Next | <i>10 Minute Break</i> <i>I want _____</i> |



| Wednesday Daily Schedule | |
|-----------------------------|-----------------------|
| 8:40-9:00 | MORNING WORK |
| 9:00-9:20 | WHOLE GROUP LITERACY |
| 9:20-10:20 | DAILY 5 |
| 10:20-10:30 | MUSIC/MOVEMENT/POETRY |
| 10:30-10:40 | WHOLE GROUP MATH |
| 10:40-11:35 | MATH STATIONS |
| 11:35-12:10 | LUNCH/RECESS |
| 12:10-12:40 | ROSH/BALL WORDS |
| 12:40-1:00 | CALENDAR MATH |
| 1:00-1:30 | PE |
| 1:30-2:00 | COMPUTERS |
| 2:00-2:20 | RECESS |
| 2:20-3:00 | WRITERS WORKSHOP |
| 3:00-3:25 | SNACK, PACK, SCIENCE |
| 3:25-3:35 | DRESS AND DISMISS |

Supports for Students with Special Needs



Managing Problem Behavior

Some of our students with disabilities, particularly those in special education classes may exhibit maladaptive behavior. Remember all behavior is communication and serves a function!

- Escape
- Attention
- Tangible
- Sensory/Automatic

The four common functions of behavior:

"Everybody E.A.T.S."

Escape, Attention,
Tangible, Sensory



someecards
user card

Managing Problem Behavior

- Proactively review expected behaviors at transitions
- Give frequent behavior specific praise
- State the behavior you want vs what they shouldn't be doing (ex: say “walking feet vs don't run”)
- Pair verbal language with gesture and visual supports
- Use co-teachers and other paraprofessionals as resources for responding to behavior
- Many students with problem behavior have a Behavior Intervention Plan (BIP), refer to staff familiar with the student for appropriate responses to problem behavior (that meet the function)
- If you are not CPI trained, never physically intervene with a student, call for help

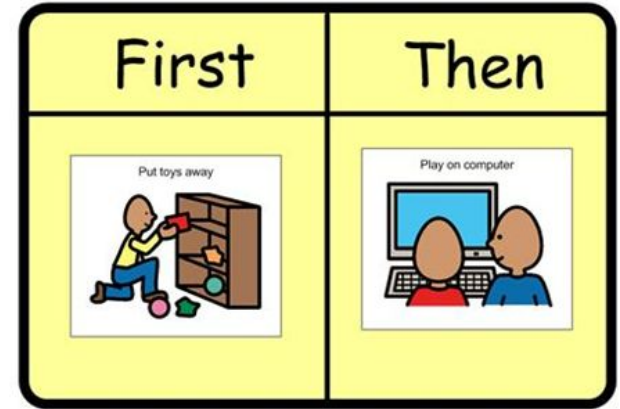
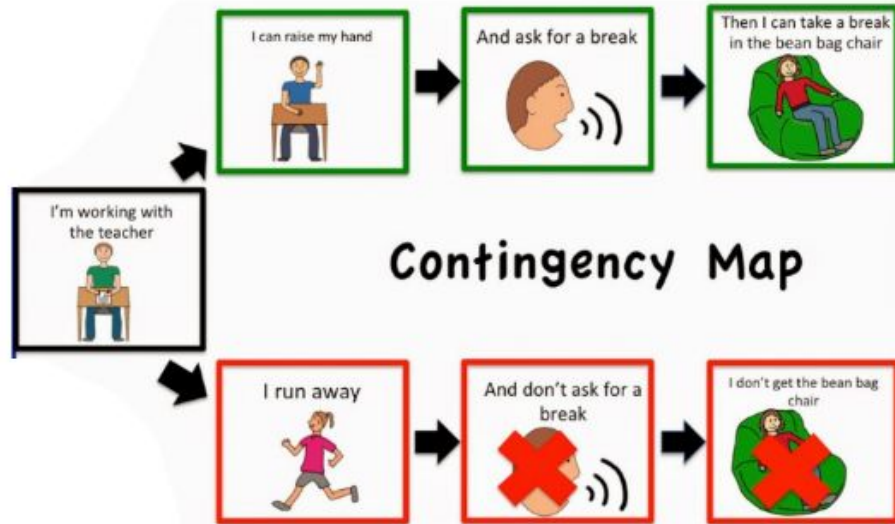
Managing Problem Behavior- Limit Setting

- ◎ Clear, simple, concise
- ◎ Reasonable & enforceable
- ◎ State positive choice first
- ◎ Setting limits by offering choices is a structure for learning, not a punishment
- ◎ When the student makes a choice, follow through on the limit that you set

You can not force a student to comply. By selecting a choice the student ultimately chooses the consequences and you are providing a framework for future learning by following through on your limit

Managing Problem Behavior- Limit Setting

Consider supporting limits with visual supports for students with special needs.
Review proactively and reactively



A decorative background featuring a network diagram with nodes and connecting lines. The nodes are represented by circles of varying sizes and colors, including light gray, dark gray, and blue. Some nodes are highlighted with a blue outline. The lines connecting the nodes are thin and light gray. The network is distributed across the page, with a denser concentration on the left side and a more sparse distribution on the right side.

**Thank you for
helping us help
our students.**