



Into the Classroom...

Resources and Ideas for New Educators

2023 Edition



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Resources and Ideas for New Educators

In this guide you will find...

Online resources

Suggestions for technology use, working with diverse student populations, and teacher-led professional development

Lesson Plans You Can Use

A model for understanding the progressive pathways, or spirals, of learning that students will be expected to master as they advance from one grade level to the next

Ideas for implementing strategies in the classroom

Research-based practices and tips from other CTA members



Additionally, you will see certain icons and sections that will guide you to specific information. The handbook is tabbed by section to give you easier navigability. You can either read it from front to back, section-to-section, or look for the icons below as it suits your needs.

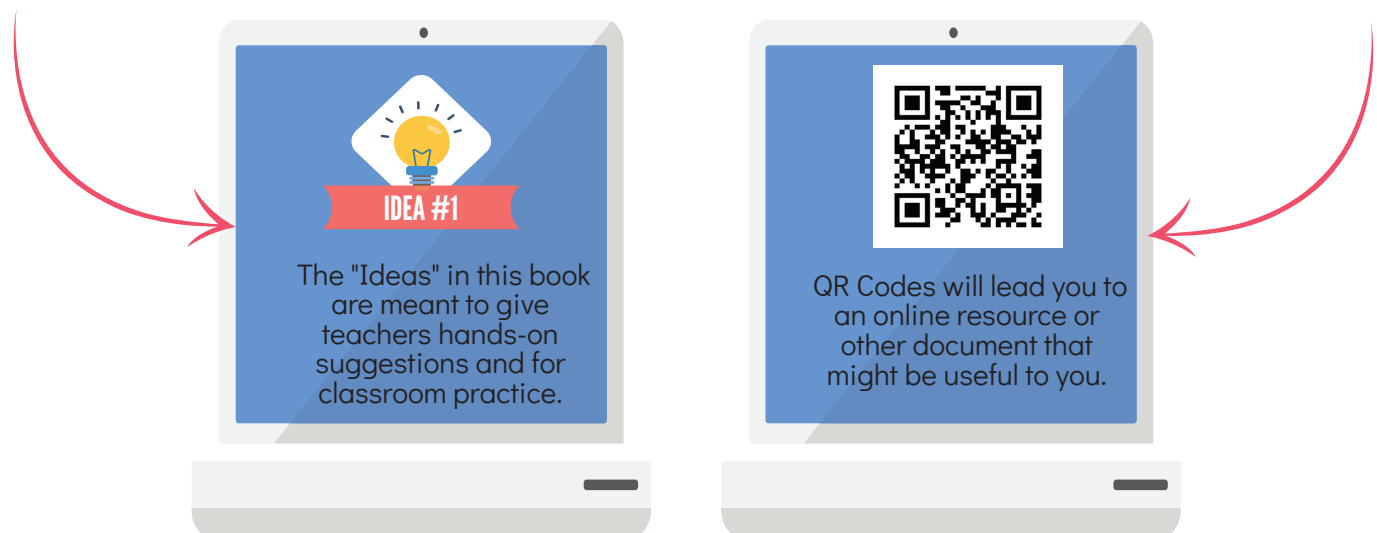


Table of Contents

Introduction

CTA's Long Term Strategic Plan	1
Professional Development.....	2-3
Professional Rights and Responsibilities.....	4-5
Understanding Professional Fitness.....	6
The Child Abuse and Neglect Reporting Act	7
Classroom Management Tips.....	8-9
Parent/Family Conferences and Communication.....	10-13
The California Frameworks	14
English Language Development.....	15
English Language Arts.....	16-17
Mathematics	18-21
Designing Instruction for Every Learner	22-30
Assessment Literacy	31-38
Building a Stairway for Learning	39-40
Technology to Support All Learners	41-47
Four Card Strategy	48
Six Reasons Your Students Should be Creating Infographics	49
IEP Best Practices	50
Communication Tips for IEP Meetings.....	51-52
IEP Facilitation Tips	53
In Conclusion.....	54

CTA's Long-Term Strategic Plan Empowers Teachers and Transforms Their Classroom.



"Isn't CTA only focused on grievances and salary increases?"

"How does my union help me serve my students?"

We believe in transforming our profession for teachers and other educators by supporting the highest standards of quality in student-centered education. The California Teachers Association works to...

Promote a whole student, strength-based public education system.

Build the capacity of educators to collectively drive the education profession.

Establish and facilitate networks to develop professional capital within CTA to help educators drive their profession and do their work with students.



The Strategic Plan

1. Advocacy on Education Reform
2. Building an Organizing Culture
3. Community Engagement and Coalition Building
4. Leadership and Leadership Development
5. Organizing Unrepresented Workers
6. Social Justice, Equity, and Diversity
7. Structure and Governance
8. Transforming Our Profession

The Classroom is Our Priority.

The following is an excerpt from the plan in the section titled, "Transforming the Profession" (CTA, 2014):

CTA members represent the full spectrum of professions within California's schools and colleges and take enormous pride in their work. This plan supports establishing the highest standards of quality in student-centered education and increases the capacity of educators to help determine the most effective teaching methods, curriculum, and evaluation systems. It recognizes all education professionals for the experts they are; calls for facilitating networks to develop professional capital within CTA; acknowledges the importance of instructional leadership within the union; and challenges schools, colleges, and universities to improve the recruitment and retention of educators who represent the full diversity of the communities they serve.

We Believe...

Teachers are the experts.

Leadership also means being a leader in the profession of teaching.

All students deserve a high-quality education.

Peer Assistance & Review for the 21st Century can benefit teachers.

Free, universal public education is a right.

High-quality research based practices make a difference.

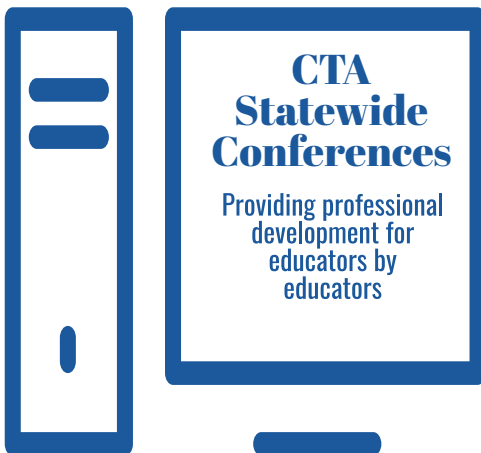
Professional Development

Teachers need high-quality, relevant professional development to continue to grow as professionals and meet the needs of students, especially in a post-COVID environment. It is no longer acceptable for districts to only offer professional development for basic skills. Professional development should be inclusive of the learning needs of all students and should empower teachers with skills and strategies to meet students' needs.

CTA supports practitioner-led professional development, especially teachers leading professional development for other teachers. This is outlined in the CTA Strategic Plan as well as in the conferences and programs that CTA supports. One of the professional leadership programs that CTA supports is called the Instructional Leadership Corps (ILC). The ILC is a statewide community of educators committed to conducting practitioner-led professional learning and inquiry and to improving teaching and learning for all students in California. Beginning in 2021-2022, the ILC will enter a new phase (ILC 2.0), building on the lessons of its initial seven-year partnership with the Stanford Center for Opportunity Policy in Education and the National Board Resource Center at Stanford and working to embed and sustain practitioner-led professional learning and inquiry in more and more local associations across the state.



**Students and teachers
are at the center of
what we do.**



The CTA Instruction and Professional Development (IPD) department hosts a number of free webinars and in-person trainings throughout the year. Check out upcoming offerings, recordings of recent webinars and downloadable resources for teachers at: www.cta.org/ipd.

CTA also supports high-quality, relevant, practitioner-led professional development through a number of fantastic conferences.

- New Educators Weekend
- Good Teaching Conference
- Human Rights & Equity
- LGBTQ
- Issues Conference
- UCLA Summer Institute

Conference registration, presenter applications and more can be found at:



The Good Teaching Conference has been a tradition for over 60 years. The Conference is coordinated by a group of educators from around the state and is supported and traditionally run by CTA's Instruction and Professional Development (IPD) department. CTA Staff work behind the scenes to make sure the logistics and content deliver what the committee wants. The majority of presenters are CTA members. The focus of the conference continues to be on high-quality professional development for literacy, Common Core implementation, technology, specialized instructional strategies, and classroom management. The conference and pre-conference are a great way for teachers to get valuable professional development that goes deeper into the standards. The conference is held twice a year, in the Spring; once in Northern California, and once in Southern California. Registration fees can be paid for by small chapter grants, association budgets, School Site Council (SSC) budgets, and even money that has been allocated for professional development in the Local Control Accountability Plan.

The Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) provide an opportunity to designate the necessary funds needed for professional development for all educators across the state. To find out more, go to: <https://www.cta.org/our-advocacy/local-control-funding-formula>

CTA's Instruction & Professional Development Department

CTA's Instruction & Professional Development Department supports members on a variety of issues and provide up to date research on the following topics:

- Instructional Leadership Corps 2.0
- Implementation of state adopted policies
- Standards implementation and frameworks
- Culturally Relevant Pedagogy
- English Language Development
- Professional development
- Assessment literacy
- Special Education
- Universal Design for Learning
- Credentials
- Career and technical education
- Coordination between other CTA departments
- Federal regulations
- Continuous Improvement
- ESSA
- LCFF/LCAP
- School Site Councils
- Technology for instruction
- Distance/online Learning
- Peer Assistance and Review (PAR)
- Teacher Evaluation
- Early childhood education

Institute for Teaching (IFT)

The CTA Institute for Teaching is a 501(c) (3) non-profit foundation founded in 1967 by the California Teachers Association. Since 2009-10, the IFT has been utilizing a portion of CTA member's \$20 voluntary dues contributions to fund strength-based, teacher-driven change in school communities throughout California.

- The IFT considers it to be our Union's responsibility to invest in our profession. Thanks to our members' voluntary dues contributions, the IFT awards Educator Grants (up to \$5,000) and Impact Grants (up to \$20,000) for strength-based classroom projects and activities. All CTA members are eligible to apply for an IFT Grant. The Institute for Teaching's strength-based approach has empowered CTA members to transform their classrooms, their schools and their school communities with innovative ideas and student-centered learning practices. If you would like to learn how you can utilize IFT resources to fund your passion project visit: www.cta.org/ift.
- Career and technical education

Why not create your own PD opportunities?

Here are some ideas for teacher-led PD:

- Host or attend an Edcamp. Edcamps are events where the participants choose what they want to learn through a simple collaborative process. It's possible that you show up to one and end up leading a session on a topic of interest for your colleagues. There are many official camps out there. Don't wait for one to happen though. Take the initiative to start one at your own school site. You just need a few classrooms, your peers, and a few hours to host one. <https://www.edutopia.org/edcamp-organizer-resources> has a lot of resources for you to get started.
- Join an online professional learning community. Whether you sign up for Twitter, Instagram or Facebook, many people are on social media these days sharing tips and ideas for high-quality, student-centered instruction. Some of the features of learning communities include: hosted educational chats, making connections around the country and the globe with other educators, and sharing resources and ideas.



Want to join our online community?

Go to: <https://www.facebook.com/groups/ctacovid19>



things you need to know about Professional Rights & Responsibilities



JOB ABANDONMENT

A valid contract is active from the first day of school to the last day of school. If you have permanent status, you must give notice by June 30 to let your employer know that you will not be returning, or the district can file to have your credential suspended for up to a year.

44420. (a) If any person employed by a school district in a position requiring certification qualifications refuses, without good cause, to fulfill a valid contract of employment with the district or leave the service of the district without the consent of the superintendent, if any, or the governing board, of the district except in the manner provided for by law, the commission may, after proof of this fact is made to it, take an adverse action on the credential holder but may not suspend the credential for more than one year or revoke the credential.



SOCIAL MEDIA NO-NO'S

- Online: Don't "friend" your students and keep your profiles private.
- **In person:** Exercise caution in discussing personal topics. Your students don't need to know the details of your night out on the town.
- **Professional Gossip:** Don't badmouth other teachers or students to your class. You'll lose their trust and potentially your job.
- Online: Do not complain about teachers, students, colleagues, or your place of employment. Don't post student work online if you are depicting it in a negative way. If your speech is liable to "disrupt school activities", you may not be protected.
- Bad press: Don't be that teacher that ends up in the news for posting negative comments about students or parents...



TEACHER DISMISSAL

Teachers have permanent status, not tenure. Within permanent status there is a procedure for dismissing teachers which guarantees due process and impartial consideration of the facts when disagreement about the facts exists.

Teachers can be dismissed for unsatisfactory performance, **EC 44932. Grounds for dismissal of permanent employees; suspension of employees. (a)(4)** Unsatisfactory performance. If you receive a notice of intent to dismiss (by May 15 or end of school year), contact your CTA primary contact staff person.



MISASSIGNMENT

Make sure your teaching assignment aligns with the credential you hold. A misassignment is “the placement of certificated staff in a teaching or services position for which the educator does not hold a legally recognized certificate, credential, permit, or waiver with an appropriate authorization for the assignment or is not otherwise authorized for the assignment under another section of statute or regulation”. Under the provisions of the LCFF and LCAP, one of the State Priorities is that teachers are assigned appropriately to their credentials. If not, the teacher is misassigned.



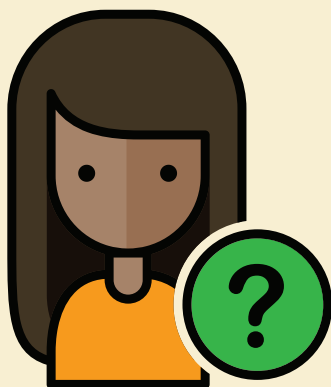
UNDERSTANDING PROFESSIONAL FITNESS

Failure to disclose any required information concerning your professional fitness to teach in California is falsification.

- If a teacher falsifies an answer to a fitness question on the state application for a credential, the Commission on Teacher Credentialing (CCTC) may reject or deny your application or take disciplinary action against your credential.
- If a teacher falsifies an answer to a fitness question on a district application for employment, the district can dismiss you.

OTHER IMPORTANT ISSUES FOR CONSIDERATION:

Children's Online Privacy Protection Act (COPPA)



COPPA- Children's Online Privacy Protection Act- protects students under 13 from having personal information collected without the consent of a parent or guardian.

Bottom Line: Students under age 13 need parent permission to share their work online- includes photos, videos, and audio files.

Consider a class account. Social Media Accounts are not legal to obtain for a child under 13 years of age. (COPPA)

Do not release names of students on your website or social media if they are under 13. Be cognizant of identifying any student online, especially if a student has an IEP.

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Fitness questions:

1. Aside from information that may be shown below, have you ever held any credential or license authorizing service in the public schools in another state?
2. Aside from information that may be shown below, have you ever been: dismissed; non-reelected; suspended without pay for more than ten days; retired; resigned from; or otherwise left school; because of allegations of misconduct or while allegations of misconduct were pending?
3. Aside from information that may be shown below, have you ever been convicted of any felony or misdemeanor in California or any other place? (You may omit misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed.)
4. Aside from information that may be shown below, are you currently the subject of any inquiry or investigation by a state or federal law enforcement agency or a licensing agency in California or any other state?
5. Aside from information that may be shown below, have you *ever been* the subject of an inquiry or investigation by a: state law enforcement agency; federal law enforcement agency; licensing agency in California; licensing agency in any other state; regarding alleged misconduct that involved children or took place on school property?
6. Are any criminal charges currently pending against you?
7. Is any disciplinary action now pending against you in any school district or with any other school employer?
8. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service for teaching: revoked; and/or otherwise subjected to any other disciplinary action (including an action that was stayed) for cause; in California or any other state or place?
9. Aside from information that may be shown below, have you ever had any professional or vocational (not teaching or educational) license: revoked; and/or otherwise subjected to any other disciplinary action (including an action that was stayed) for cause; in California or any other state or place?
10. Aside from information that may be shown below, have you ever had any application for a credential, including but not limited to, any Certificate of Clearance, permit, credential, license, or other document authorizing public school service or teaching: denied; and/or rejected for cause; in California or any other state or place?

THE CHILD ABUSE AND NEGLECT REPORTING ACT – PENAL CODE SECTION 11164 ET SEQ.

- The Act's purpose is to do whatever is necessary to prevent psychological injury to a child victim (PC 11164).
- All teachers and school district officers and employees are considered to be a "mandated reporter" (PC 11165.7). They must report to any law enforcement department knowledge or observation they may have of a child they know or reasonably suspect to have been the subject of child abuse or neglect (PC 11165.9; 11166).
- The individual report must be by telephone immediately or as soon as practicable with a written or electronic follow up within 36 hours (PC 11166).
- Reporting duties are "individual" and no supervisor or administrator may impede or inhibit the reporting duties (PC 11166(i)(1)). Subdivision (i)(3) of Penal Code 11166 specifically provides:

reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to an agency...

- Failure to report is a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine.
- Upon employment, all mandated reporters must sign a statement acknowledging their familiarity with the Act and their willingness to comply with its provisions (PC 11166.5(a)). The Commission on Teacher Credentialing also must send a substantially similar statement with initial or renewal license certification or place the required statement on all application forms (PC 11166.5(c)).

EDUCATION CODE REQUIREMENTS

- Upon a public school teacher being **charged** with a sex offense as defined within Education Code section 44010, immediate action at both the local and state level is mandated:
 - 1) The employing school district must place them upon compulsory leave of absence without pay; and
 - 2) The Commission on Teacher Credentialing must automatically suspend their license until after the criminal proceeding becomes final. Once a conviction occurs, the license to teach is automatically revoked and the teacher's employment terminated (Education Code section 44940).
- Independent of a criminal conviction, the Commission on Teacher Credentialing, through its investigatory Committee of Credentials, may review a public school teacher's fitness as a credential holder pursuant to Education Code section 44242.5 upon the receipt of:
 - An affidavit or declaration signed by a person or persons with personal knowledge of acts alleged to constitute misconduct;
 - Court records confirming a conviction of any criminal offense, regardless of whether sexually related.
 - A statement from a public school employer confirming that a credential holder has been dismissed, suspended for more than 10 days, placed pursuant to a final adverse employment action on unpaid administrative leave for more than 10 days, or has resigned or otherwise left employment as the result of a misconduct allegation. This notice must be provided to the Commission no later than 30 days after the departure from employment.
- Implementing regulation Title V, California Code of Regulations, at section 80303(d) provides:

Failure to make a report required under this section constitutes unprofessional conduct. The Committee may investigate any superintendent who holds a credential who fails to file reports required by this section.

- Independent of licensing provisions, Education Code section 44836 bars employability by a local public school district of any person who has been convicted of a sex offense as defined in Education Code section 44010.
- A permanent, tenured public school teacher may be dismissed by a public school employer for various causes which include, but are not limited to, "immoral or unprofessional conduct", "unsatisfactory performance" or conviction of any crime involving "moral turpitude" (Education Code section 44932). If the discharge is for "immoral conduct" or due to conviction of "any crime involving moral turpitude", the employee may be immediately suspended from duties and informed that they will be discharged after 30 days unless a due process hearing is requested, (Education Code section 44939). If a hearing is requested, it "shall be commenced within 60 days from the date of employee's demand..." (Education Code section 44944(a)(1)).

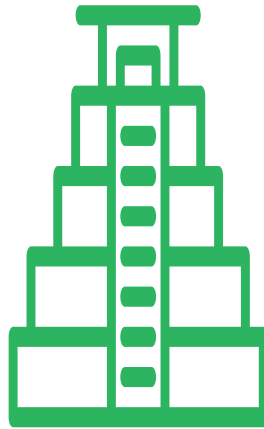
CLASSROOM MANAGEMENT TIPS

Books We Recommend

Culturally Responsive Teaching & The Brain, Zaretta Hammond

Teach Like a Pirate, Dave Burgess

There's No Such Thing as a Bad Kid, Charlie Appelstein



Build a Solid Foundation

Let your students get to know you.

Tip: A great way to start out the year is to have your students fill out a True/False quiz about 10-15 things you would like them to know. It can be as simple as knowing your favorite soda. Remember, don't share items that are too personal, like "I like to party", etc. For younger grades, you could have a mystery bag that contains items that pertain to you. Your students can guess what might be in the bag.



Know Your Students

Learn your students interests, likes, dislikes, and multiple intelligence/learning styles. Also, know what topics your students are interested in. You can use this information to plan for lessons that interest your students within the context of your classroom. Also knowing pop culture and what's popular is an easy way to reach kids. Consider using culturally relevant literature and articles that have interesting topics for your students. The more engaged they are in class, the better.

Tip: An ounce of prevention is worth a pound of cure. You've probably heard this a million times, but greeting students at the door to say hello and to gauge their mood mindset can really set the stage for knowing your students. Also, don't be afraid to smile on Day One.

Use A MIND-BODY Approach

Mind-Body activities can help students tolerate discomfort better, help teach self-regulation, reduce meltdowns, lower stress, and create focus. **Our role is not to diagnose or be a therapist. Our role is to provide a safe, consistent environment where students can feel supported.**

When to use: Time-ins for individual students or as individual strategies, brain breaks or transition to another activity, throughout the day, either before or after a challenging task. These work well for adults too! Consider age appropriateness and whole group instruction or individual instruction as it suits your students' needs.

Children who succeed seem to do so when they have people in their lives who believe they can succeed and have meaningful relationships with caring adults.

Mind Body activities include breathwork, yoga, mindfulness, and meditation.



STRATEGY

Mirroring

People with developmental trauma may not have had adequate mirroring from a caretaker. Mirroring can be a reparative practice for a child when done with a safe adult. Mirroring happens when a person is able to validate or reflect the state of another person.

Statement: I'm mad today. I don't want to do math.

Mirroring reflection: I hear that you're angry and you really don't want to do math.

5 ways to have trauma-informed classroom management

Consistency & Structure

- Share a clear agenda
- Consistent transition routines
- Use a visual timer
- Grounding after breaks
- Offer choices

Social Emotional Learning Instruction

- Explicit SEL lessons to teach self-regulation and self-awareness
- In class meditation and mindfulness practice

Restorative, Not Punitive

- Set clear boundaries
- Use differential reinforcement
- Use mirroring
- Use restorative circles

Differential Reinforcement

- Acknowledge student feelings
- Set boundaries
- Offer alternative choices

Self-Care Is Not Selfish, It's Survival.

- Set clear boundaries for yourself.
- Source: A Room 241 Blog, Concordia University, Portland, 2018.

Calming Strategies

When students “ruminate”, their brain is unable to let go of the negative experience they are thinking of.

Ruminating comes from our body’s inability to discharge energy from our freeze state. Some children may experience early adversity and/or inborn reactivity to negative events.

These exaggerated responses over time can lead to a propensity to develop anxiety disorders later in life. Distraction is one way to stop students from ruminating. Charlie Appelstein, author of *No Such Thing as a Bad Kid*, recommends the following strategies for students:

- Go for a walk
- Play sudoku
- Get a drink of water
- Read a book
- Breathing exercises
- Coloring or scribbling
- Listen to a book, or be read to
- Do a “find an object” activity like in “Where’s Waldo”

Honesty is the best policy.

Guess I should have asked to use my cell phone instead of sneaking it.

someecards
user card



Class Norms

Class norms should be both written and taught to students at the beginning of the year. Students are expected to remember a lot of norms on a campus so it may not come naturally to remember all of the different norms and expectations. Review expectations on a regular basis and if something isn't working for you or your students, be flexible and open to change.

Guidelines for establishing class norms are:

- Involve the class in establishing those norms.
- Keep the norms short and easy to understand.
- Phrase rules in a positive way.
- Key children in to when different rules or norms apply.
- Post the expectations and review them periodically.

Mrs. Taylor says,
"She dismisses
the class,
not the
bell."

someecards
user card



PARENT CONFERENCE KEY CONCEPTS

All references to the term, "parents" in this guide refer to any adult who is in a parental role for your student. Many of our students are being raised by grandparents, siblings, single parents, same-sex parents, etc. It is important to use respectful terminology in communication that goes home to address any adults who may be in the "parental role" of your student.

1

Always start your meetings from a strength-based approach.

2

Successful parent-teacher conferences are the result of careful planning.

3

Parents are people too...make them feel comfortable.

4

Parents and teachers are a team to support the child/student.

5

Prepare a discussion agenda for each conference.

6

Ask parents for their agenda items.

7

Be prepared for parents who are non-English speaking.

8

Be prepared with examples of student work, tests, grades and homework.

9

Have suggestions for home activities and routines that will support the educational program.

10

Conclude conference on a positive note.

Parent conferences provide an opportunity for the parents and teacher to positively plan and work together toward the student's educational goals.



It is a time to talk about:

- How the child is doing in their school work
- What their attitudes are toward school
- How they get along with other people

The teacher should:

- show examples of the child's work
- discuss the work with the parents
- be prepared to show any test results
- explain what the results mean

After the conference, the parents should:

- have a clear idea of how their child is doing in school and if there are any problems
- understand what they as parents can do to improve their child's progress

The teacher should have learned:

- what the child's home life is like
- be more aware of the child's special interests and most importantly,
- have a better understanding of the child.

The bottom line:

Students learn best when parents are involved in their children's schools. When parents and teachers work together, students achieve higher test scores and grades, demonstrate positive behavior and attitudes - resulting in improved long-term academic achievement. At the beginning of the school year, take the opportunity to make personal contact with parents. This can be accomplished through a letter of introduction, telephone conversation or newsletter, or e-mail. The parent-teacher conference is an opportunity to involve parents in the education of their children. The key to a successful conference lies in good communication and careful planning.



Tips for Successful Conferences

Begin with positive, supportive remarks about a student's behavior and work. Student work samples should be available.

Place yourself in the other person's shoes.

If you have a choice, set up an area that is comfortable, not at the teacher's desk. Sitting is best.

Be authentic.

Be enthusiastic about the student.

Make eye contact.

Don't ever be surprised...

Immediately set a positive tone.

Express concern but remain positive.

Make positive contact with the parent/guardians before conferences.

Always say something positive about the child.

Always make your opening statement a positive one.

Keep a box of tissues on the table (crying time).

Exude confidence and competence.

Prior to conferences, send home questions/checklist for them to bring with them the day of the conference.





Home & School Communication

1

Consider sending parents/guardians an introductory letter. The letter might include:

- Something about your background
- Some ideas you plan for the year
- An explanation of your assessment/grading system
- An open invitation for parents/guardians to visit your classroom
- Your sincere desire for good school-home communication throughout the year
- An invitation for parents/guardians to share their information or skills with your pupils, when and if appropriate
- Your policy on homework
- A suggestion or two on how family members can help their student with school work
- Supplies needed (be considerate of all socio-economic situations)
- Special school dates/events
- Ways you plan to communicate throughout the year, and the best way for parent/guardians or students to reach you

Note: Less is more. Keep the letter brief.

2

Consider sending a progress report home once a week during the first several weeks of school. The report could:

- Note positive accomplishments
- Include a brief checklist of work habits or level of accomplishments
- Require that a parent or guardian sign the note and return it through the student that week
- Be cognizant that some children might be living in multiple homes- be flexible about signatures, etc.

What are your listening values?

- Believing that listening to people is important and worth taking the time
- Being "other-person" focused
- Believing feelings are as important as facts
- Believing listening is powerful and empowering
- Believing that people are capable of solving their own problems
- Believing that empathy is important
- Believing everyone has something valuable to say

How to Listen:

- Upon meeting the parent, make eye contact with him/her. Initiate the conversation with the parent and make them feel comfortable. Start with a simple, thank you for coming. Watch their body language and facial expressions. That is an indicator of how you should proceed next.
- Ask open-ended questions to gather data and information from the parent. Let them do the talking and you do the listening. Talking and listening cannot occur simultaneously.
- Concentrate on what the parent is saying. Listen to his/her words, ideas, concerns, and feelings.
- Smile and nod appropriately but try not to overdo it. Remember the parent is taking note of your mannerism also.
- When you are listening to the parent's comments or story, empathize with the parent by putting yourself in his/her place to understand what he/she is trying to get at.
- Ask questions for clarification when you need more clarity but not necessarily to establish the facts of the matter. The purpose of the parent conference is not to show up or embarrass the parent.
- Give the parent time to say what he/she wants to say or get an answer to a question. Listen and try not to interrupt the parent. Exercise patience and listen for clues from the parent on supporting the child. Exercise patience with the parent if you are not getting the information that you need.
- Leave your emotions behind. Try and push your worries, fears, and your problems outside the meeting room. There is a saying "park your emotions at the door" in order to focus on building a relationship with the parent.
- Control your anger. When a parent complains or challenges you, try not to respond defensively or get angry. These emotions might prevent you from hearing what the parent is trying to say. Respond by paraphrasing what you think you are hearing from the parent. Listen for the concern or the issue.
- When you are trying to understand the parent, you might disadvantage yourself if you start to mentally argue with them as they are talking. Listen for clues to help you find common ground on helping the student.
- Get to the main point. Concentrate on the main ideas, not the examples.
- Remember it is the student who is the center of the meeting and the main focus of the parent conference, and it is what you can do together to support the student's learning.



WHAT ARE THEY?

The California Frameworks

Show what classroom instruction looks like with the California Standards

Provide guidance for educators and text-book publishers

Show how to integrate technology effectively

Provide ideas for supporting different learners

Address the standards and what they look like

What are they?

Curriculum frameworks provide guidance for implementing the content standards adopted by the [State Board of Education](#) (SBE). Frameworks are developed by the [Instructional Quality Commission](#) using the best evidence-based research available and showing examples of what instruction using the California Standards should look like inside the classroom. The frameworks provide a firm foundation for curriculum and instruction by describing the scope and sequence of knowledge and skills that all students are expected to master. Frameworks have been adopted in these curricular content areas:

- English Language Arts/English Language Development
- Health Education
- History/Social Science
- Mathematics
- Physical Education
- Science
- Visual and Performing Arts
- World Languages



Tips for Digging In

1. Start with your grade level or area of interest first.
2. Use the frameworks during Professional Learning Community (PLC) and collaboration time. They can be a guide for you and your peers to go deeper into content and pedagogy.
3. Read the chapters on Access and Equity and Universal Access. There are many strategies for working with English Learners and Students with Disabilities (SWDs) that can be useful to any teacher.
4. Share suggestions and examples with paraprofessionals.

Topics Covered in the ELA/ELD Frameworks Include:

- Grade Level Content and Pedagogical Considerations
- Access and Equity
- Implementation of High-Quality Instruction
- Assessment Practices
- 21st Century Learning & Technology
- Instructional Materials




SCAN ME

You can find ALL of the Curriculum Frameworks on the California Department of Education website here: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

English Language Development

The CA ELD standards support the ELA Literacy Standards instruction in the classroom. Meant as a foundation, the ELD standards provide access to the skills needed for language acquisition, and access and engagement with the CA CCSS and content standards for English Learners. The literature from the state is very clear that the ELD standards were not meant to be used in isolation from the other CA CCSS during academic content instruction. They are also intended to meet the needs of both native language literacy and long-term English learners. An excellent resource is the [Understanding Language](#) website from Stanford University.


**IDEA**

OPPORTUNITY FOR CROSS-CURRICULAR INSTRUCTION

The focus on literacy in Science and Social Science offers an opportunity for teachers to integrate interesting subject matters to students into their English instruction. The example on the following page shows how to integrate Science, Literacy, and Technology while focusing on informational text, content-related vocabulary, and explanatory writing through a 2nd grade lesson called,

What Kind of Living Things Are There?

Download the lesson here.



SCAN ME

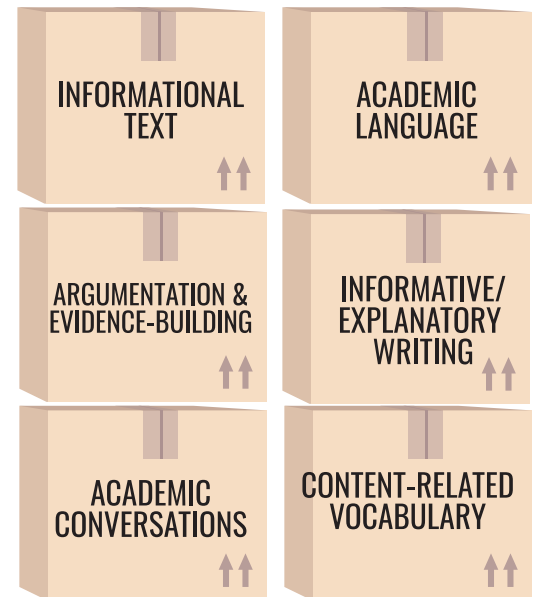


Figure 1: Focus areas of ELA/Literacy Instruction, ELA/ELD CA Frameworks

Writing Tools

No 1

www.readwritethink.org

This website features lesson plans, interactives, graphic organizers, and teacher resources for literacy in grades K-12.

No 2

<https://storybird.com/>

This website allows students to create digital books with different types of artwork. Books can later be printed as pdfs for a small charge or ordered as an actual book.

No 3

www.padlet.com

Set up padlet as a center for younger grades or use it as a brainstorm tool. Students can access it from any device and share photos, text, articles, etc.

More K-5 Lesson Plans

Martin Luther King Jr., 3rd grade ELA/Social Studies lesson, <https://goo.gl/GDaP94>

English Language Arts

Despite the fact that the California Standards have been adopted for eight years, there is still a need for more professional development in the area of literacy. With the California Standards, literacy has become a responsibility shared by ALL teachers. The California Subject Matter Project, <https://csmg.online/>, has nine specialized subject matter areas that focus on high-quality professional development and promotes teacher leadership through their projects. For example, the California Reading & Literature project not only focuses on early literacy skills, but they also provide workshops for secondary teachers whose subject matter is not English Language Arts.

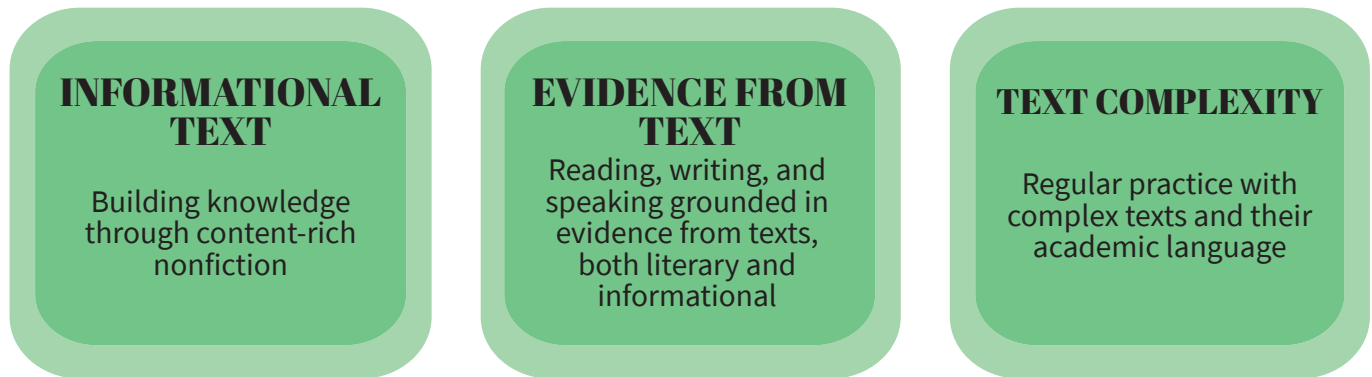


Figure 2: English Language Arts and Literacy Instructional Shifts, Common Core State Standards

Making the Shift

One idea is to find text excerpts or stories that:

- fit in with students' reading abilities
- fit in with other content students are learning
- fit in with student interests.

Pair science fiction with scientific text

Pair historical nonfiction pieces with fiction to offer different perspectives

Use culturally relevant literature and stories that are of interest to your students.

Use cross-curricular connections such as the way science discoveries affect history and the way social changes impact science.

A unit on genetics might explain how hemophilia in the family of Tsar Nicholas II of Russia (through the influence of the controversial spiritual healer Rasputin) helped Bolshevik revolutionaries topple the world's largest monarchy and create the first communist nation. Another lesson might explain how soot from British factories during the Industrial Revolution caused phenotype adaptations in the peppered moth—leading to an insect version of city and country cousins. (Lesson idea from Pia Vanmeter, former ILC member, Riverside City Teachers Association)

When teaching text analysis, use simple strategies. At the end of a unit on Ray Bradbury's short story, "The Long Rain", instead of answering the question, "What is the author's theme?", students could be given the theme and then asked to identify evidence from the text that showed how the characters' actions reflected the theme. Using this type of strategy can still engage students in critical thinking without modifying expectations.

As a way to provide a more authentic summative assessment, students could create a board game and develop questions and answers that enable players to advance based on their knowledge of the story.

Reading analysis that works two ways: Choose text that can also be used as an exemplary example of writing for students.

Websites We Like For Literacy!



IDEA

These websites can help with literacy integration and have great tools for the classroom.

<http://wordgen.serpmedia.org/>

This website features free materials, videos, and strategies for academic language and vocabulary development.

<http://newsela.com>

This website allows educators to set the lexile level for articles on a wide range of topics, from Science and Math to History. You can also get some of the text in Spanish.

<https://www.readwritethink.org/>

The go to site for teaching and integrating literacy strategies. This site has lessons, student interactives, and more!

www.readingquest.org

This website features reading strategies for Social Studies and has easy to use graphic organizers that work well for learners in most age groups.

www.docsteach.org

Working with middle or high school students and primary source documents? Docsteach features primary sources from the National Archives and has interactive literacy activities for students.

colorincolorado.org

A bilingual site for educators and families of English Learners.

Mathematics

The California State Standards for mathematics can perhaps best be summed up in the adage, “less is more.” In an effort to revamp the American approach to mathematics instruction, which has been roundly criticized for being “a mile wide and an inch deep, the architects of the Common Core mathematics framework chose a unified design that has three major areas of concentration (see Figure 3).

The Common Core standards for mathematics are organized by grade level in Grades K–8 and by conceptual category (number and quantity, algebra, functions, geometry, modeling and probability and statistics) at the high school level (See Figure 4 on the next page). Daro, McCallum and Zimba (2012) caution that “fragmenting the standards into individual standards, or individual bits of standards, erases all these relationships and produces a sum of parts that is decidedly less than the whole. The pieces are designed to fit together, and the standards document fits them together, presenting a coherent whole” with connections within grades and the flows of ideas across grades. To address the new standards for math, teachers must focus on developing students’ conceptual understanding of mathematical practices instead of just showing them how to solve problems and then practice getting the right answer.



Figure 3: Mathematical Instructional Shifts, Common Core State Standards

In addition, the California Standards emphasize fewer math standards so teachers can engage in the topics in greater depth as they move across disciplines. Like a staircase, the standards are built on a model of progressions. Rather than emphasizing discrete topics or tasks, teachers should build on students’ prior knowledge of concepts and continue developing their fluency in applying those concepts to a wide range of mathematical problems. According to Phil Daro, Bill McCallum and Jason Zimba in their blog post titled, *The Structure is the Standards* (2012):

Standards are a bit like the growth chart in a doctor’s office: they provide a reference point, but no child follows the chart exactly. By the same token, standards provide a chart against which to measure growth in children’s knowledge. For example, the properties of operations, learned first for simple whole numbers, then in later grades extended to fractions, play a central role in understanding operations with negative numbers, expressions with letters and later still the study of polynomials. As the application of the properties is extended over the grades, an understanding of how the properties of operations work together should deepen and develop into one of the most fundamental insights into algebra.

“Standards are a bit like the growth chart in a doctor’s office: they provide a reference point, but no child follows the chart exactly. By the same token, standards provide a chart against which to measure growth in children’s knowledge,”

Figure 4: Mathematical Content Domains (K-8) and Conceptual Categories (Higher Mathematics) from the California Mathematics Frameworks

Grade	K	1	2	3	4	5	6	7	8	Higher Mathematics Conceptual Categories	
K–8 Domains	Counting and Cardinality (CC)						Ratios and Proportional Relationships (RP)		Functions (F)	Functions (F)	Modeling (★)
	Operations and Algebraic Thinking (OA)						Expression and Equations (EE)		Algebra (A)		
	Number and Operations in Base Ten (NBT)						The Number System (NS)				
				Number and Operations—Fractions (NF)						Number and Quantity (N)	
	Measurement and Data (MD)						Statistics and Probability (SP)			Statistics and Probability (S)	
	Geometry (G)						Geometry (G)			Geometry (G)	

Websites We Like For Mathematics!

<http://padlet.com>

Padlet is a free website that is like a virtual board with sticky notes. You can use it for online discussions, brainstorming, flipped learning, and more.

www.powtoon.com

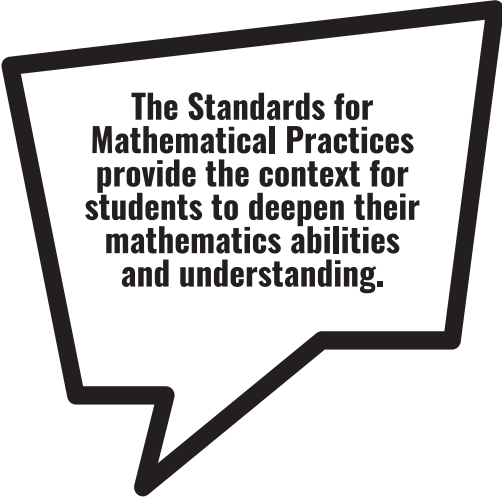
This free website allows students to create their own animated presentations. The website has templates and suggestions to help for easy use.

<https://getkahoot.com/.com>

This website motivates students through questioning and timed challenges.

Standards for Mathematical Practices

1. Make sense of problems and persevere through them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



The Standards for Mathematical Practices provide the context for students to deepen their mathematics abilities and understanding.

What Educators Need to Know

The standards for mathematical practice is the "lens through which students demonstrate their mathematical proficiency with the mathematics content standards". Students develop and refine these 8 practices as they progress through elementary and middle school, with an expectation that they can demonstrate mastery by the end of grade eleven. Each practice is designed to allow students to make sense of mathematics as they work with the content. As the math content becomes more difficult across grade spans, students are required to apply these same 8 mathematical practices at a higher level of maturity, application, and conceptual understanding. The focus is now on students doing the sense making and applying mathematics in real world contexts.

It is important for teachers to focus on both the instructional piece that incorporates the practices, and that of assessment where the claims are designed to evaluate what students "can do" with the math. Connecting the two components of instruction and assessment are the California Mathematics Content standards.

Teachers should make every effort to train students to turn the mathematical practices into "I Can" statements, demonstrating their ability to apply these practices to any math content, and in turn build upon their mathematical competency. Teachers can facilitate the development of these "habits of mind" by implementing math tasks that focus on different practices.

The key shifts in mathematics: focus, coherence, and rigor has changed mathematics instruction. The role of the teacher is that of a facilitator, with the charge to empower students to engage with the mathematics, problem solve, develop mathematical fluency, and ultimately become "mathematical thinkers".

Claim #1- Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim #2- Problem Solving
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Claim #3- Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim #4- Modeling and Data Analysis
Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems

**Can YOU
TIE the
Mathematical
Practices
to the
SBAC
Claims?**



Decisions that Drive Curricular Practices

How might my students reason abstractly and quantitatively?

What types of models can my students use to explore this standard?

What types of tools would be appropriate for students to use strategically?

What supports will I use to show students how to attend to precision?

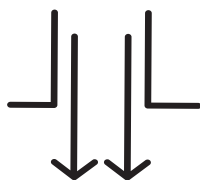
How will students attend to precision?

What should my students be looking for when they look for and make use of structure?

STANDARD

Grade 6: Understanding ratios and proportions:
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

What opportunities can I provide for students to look for and express regularity in repeated reasoning?



The answers to these questions drive how students will engage with the Content Standards in your classroom.

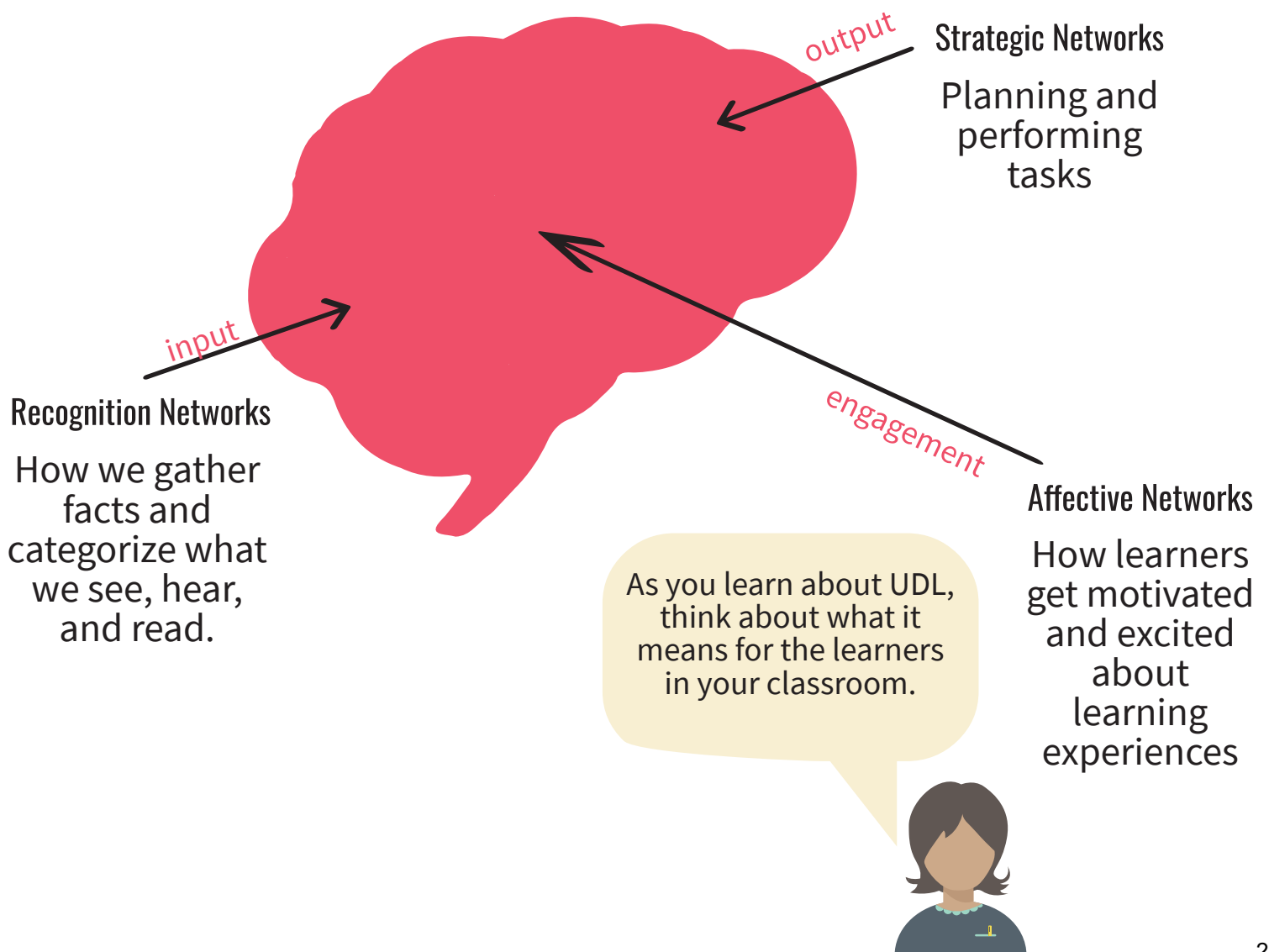


Designing Instruction for Every Learner

One of the biggest shifts in the California educational system in the last few years has been the change from teaching modified standards and giving modified assessments, to giving equal instructional access to all learners. With a greater demand placed on students to go deeper into skillsets, sometimes for educators, it can feel like they have lost some of their students along the way. It has become increasingly important to use evidence-based practices in the general education classroom. Additionally, state and federal mandates from the Individuals with Disabilities Education Act (IDEA), require classroom instruction to be individualized for learners who receive special education services. It is more important than ever for teachers to receive training in evidence-based practices that benefit the increasingly diverse student population.

One such theory, Universal Design for Learning, utilizes neuroscience as the basis for the accommodations and instructional practices that benefit all students.

Figure 5: Universal Design for Learning, California Teachers Association, based on the UDL guidelines, www.udlcenter.org



Why Universal Design for Learning?

The Common Core State Standards Initiative emphasizes that all students need equal access to the new standards. Below is an excerpt from the CCSS "Application to Students With Disabilities":

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- *Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).*
- *An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.*
- *Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.*

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- *Instructional supports for learning— based on the principles of Universal Design for Learning (UDL) —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.*
- *Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.*
- *Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.*

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

To read more about the application of the Common Core State Standards to students with disabilities, go to <http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>

**All Students Need:
HIGH EXPECTATIONS**

SELF-DIRECTED LEARNING

TECHNOLOGY SKILLS

**MOTIVATION &
ENGAGEMENT**

MULTIPLE WAYS TO LEARN

STUDENT CHOICE

**COMMUNICATION &
SOCIAL SKILLS**

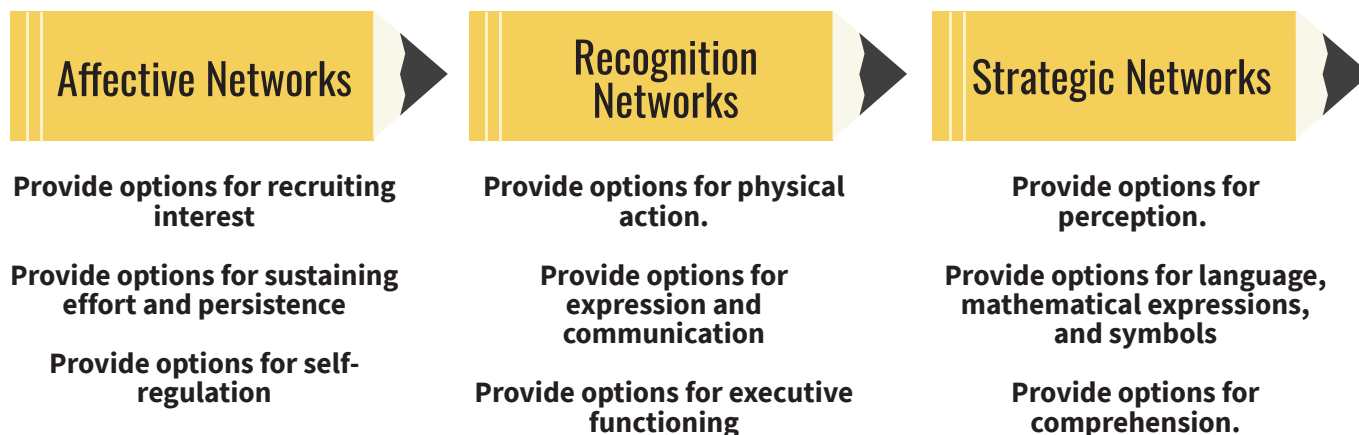
**It is essential that all students
have equal access to core
curriculum.**

By utilizing principles of Universal Design for Learning in classroom instruction, teachers can provide better access to the curriculum to all students, without watering down their coursework. In addition, teachers do not need the permission of the IEP to implement UDL.

What is Universal Design for Learning?

The principles of Universal Design for learning show that there are three different networks in the brain that are responsible for learning (See figure 13). Below is a diagram of the CAST UDL Guidelines (2011) that shows what each network is responsible for, and the general types of options to provide for students in order to overcome the difficulties in these areas.

For a comprehensive list and explanation of each principle and it's checkpoints, go to:
<http://www.udlcenter.org/aboutudl/udlguidelines>.



Integrating UDL into instruction benefits all students. The four main areas that the principles focus on are:



Learning Goals

Students need clear-cut goals that explicitly show what is expected of them BUT still allow for flexibility and student choice.

Use language that ALL students understand.

Break up large goals into smaller ones.

Provide models and examples of the end product or the steps along the way.

Write your goal with a specific outcome in mind.

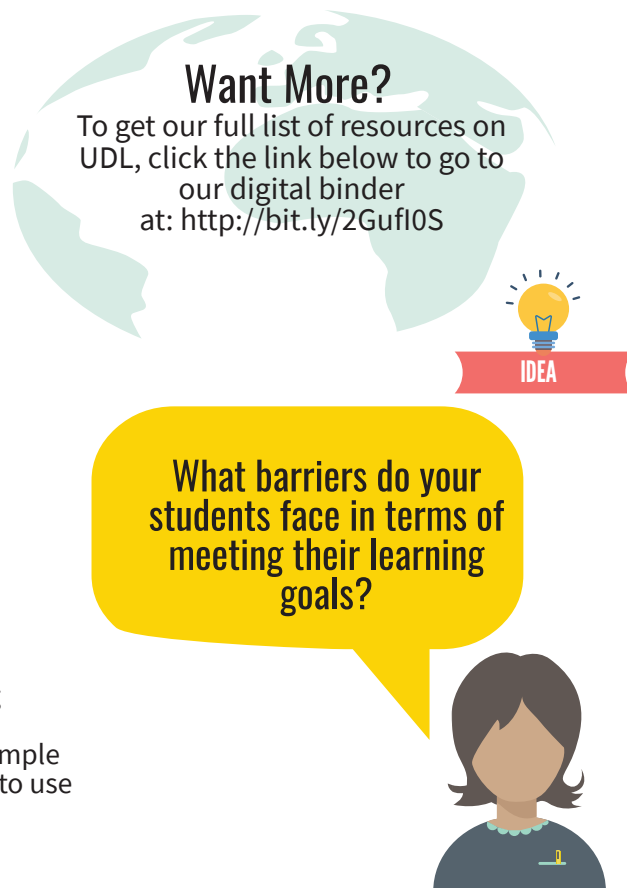
Determine which UDL strategic network is central to the standard.

Provide options for executive functioning - checklists, use bold print or lines to physically break up the information.

Use "I CAN" statements.

Assessment

Processes like formative assessment involve students in the learning process and can be informative for the student and teacher alike. Assessments can also be created to utilize UDL practices. A good example of this is the Smarter Balanced Assessment. For example, the ability to use spellcheck, highlight, and manipulate items on the test are all UDL strategies.



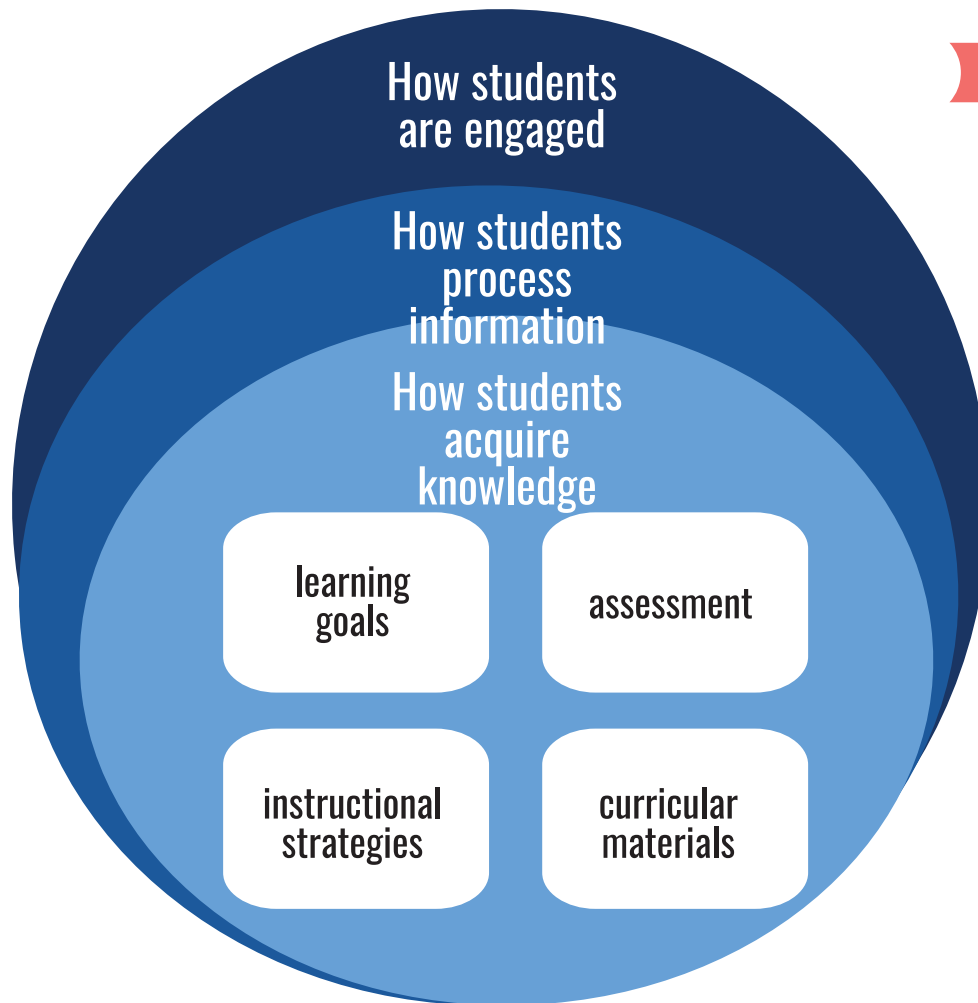
Instructional Strategies

One instructional strategy that works well for students and is known by most teachers is the "I Do, We Do, You Do" approach. First the instructor models the strategy or learning expectation, then lets the class practice, before finally releasing students as they demonstrate independence. This strategy provides additional support to the students who need scaffolding. Another strategy that works well with students is to model the thinking that one would use during a process. For example, if you are teaching students to find the evidence to support a claim or graphing linear equations, think aloud for students as you do the process yourself. This helps students get better at critical thinking skills, especially when it is not as innate for some students as it is for others.

Figure 6: Universal Design for Learning, California Teachers Association, Based on the Universal Design for Learning guidelines, udlcenter.org



IDEA



Curricular Materials

There are many ways to change the way students interact with curricular materials in the classroom. Here are just some examples of ways to alter materials:

Bold text

Font size (14 is ideal)

Type of font

Creating boxes or shading to break up content on directions

Allowing students to use highlighters for specific purposes (i.e. highlight the character traits, highlight the evidence)

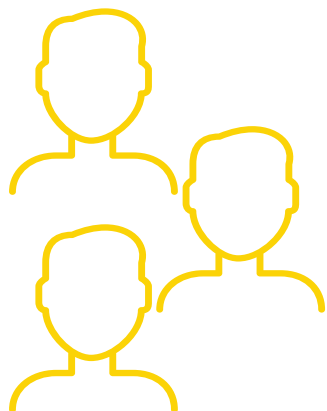
Text-to-speech

Speech-to-text

Closed captioning for videos options to replace auditory or visual information

Tactile learning experiences such as physical models in Science and Math or in younger grades during reading time.

How do I use UDL in my lesson planning?



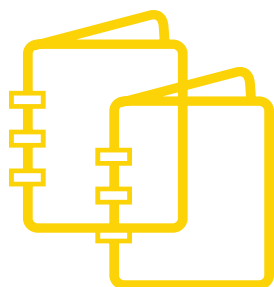
Know Your Students

What are barriers to learning for the students in your classroom? Language? Attention? Reading difficulties? Do you have students that need large print? What does their IEP say? Do you have students with needs beyond or without an IEP or 504? It's more than okay to address those students' learning needs too.

You need to know more than just the accommodations for a student with an IEP. What kind of processing difficulties do they have? If you don't know, you can find out from your school psychologist or look at their records in their last triennial. It is important to know how students process information so that you can add supports for learning into your instructional practices.

Additionally, knowing your students' interests and strengths are also important. You can use this information to create assignments that engage and motivate the learners in your classroom.

Plan Instructional Supports



Now that you have identified your students' needs, how will you provide supports within the context of your classroom to make up for learning barriers? Here are two resources to help you out:

1. UDL Center Guidelines- <http://www.udlcenter.org/aboutudl/udlguidelines>- click on the guidelines to get a detailed description of what the supports look like and even review the resources that they have linked.
2. CTA UDL Resources- See the Resources section: This spreadsheet shows you how to use strategies and website resources through the lens of UDL.

Students do not need an IEP or 504 to get accommodations in the classroom. Universal Design provides those supports without changing your curriculum or learning expectations.

Integrate Supports Into Your Instruction

Here's what it looks like:



Students are reading a primary source document in their 6th grade classroom. The teacher has broken up the information so that there is background information in the first column, the primary source in the 2nd column, and a blank column on the far right where students will eventually summarize or say what the document means. (See our example on the next page). As students read through the primary source multiple times, they will read through each time with a specific task and purpose in mind. This helps students focus as well as providing opportunities for formative assessment and conversation about the text. Students are then prompted to answer a question and write their answers on a sentence strip. Eventually through the exercise, the students have written a thorough paragraph that includes evidence to support their responses.

STATEMENT BY PRESIDENT GEORGE W. BUSH IN HIS ADDRESS TO THE NATION

<u>Background Information</u>	<u>Primary Source</u>	<u>What It Says</u>
<p>On September 11, 2001, the United States was directly attacked by Islamic extremist groups in New York City, and the Pentagon in Washington D.C. The attacks were made by al-Qaeda terrorists. They hijacked four airliners; flying two into the towers of the World Trade Center in New York City, one plane into the Pentagon outside of Washington D.C., and the fourth plane crashed in Pennsylvania in part because the passengers on the plane fought back against the hijackers.</p> <p>Over 3,000 people were killed during the attacks including 400 police officers and firefighters.</p> <p>This attack on the United States was a shock to the country.¹</p> <p>Background helps students understand the context of the primary source. You could also show a video clip in addition to reading this information.</p>	<p>September 11, 2001</p> <p>8:30 P.M.</p> <p>THE PRESIDENT: Good evening. Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes, or in their offices; secretaries, businessmen and women, military and federal workers; moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror.</p> <p>The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed; our country is strong.</p> <p>A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve.</p> <p>America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining.</p>	<p>Here is where students will eventually summarize or explain what the text means.</p> <p>This document format allows students to interact with the text better and breaks up the information.</p>

¹ Source: History.com Staff (2010). 9/11 Attacks. Accessed on May 11, 2016 at <http://www.history.com/topics/9-11-attacks>

	<p>Today, our nation saw evil, the very worst of human nature. And we responded with the best of America—with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.</p> <p>Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C. to help with local rescue efforts.</p> <p>Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks.</p>	
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Close Reading Instructions:

- Circle words that you do not understand or know the meaning of. (We will share out as a group)
- Highlight** words or phrases that are repeated in the text.
→ Share the words you found with your group. Change your answers if needed.
- Underline** phrases that describe America in a positive way.
→ 4. Share with your group
- Draw a square around actions that George Bush says he or the government is taking.
→ Share with your group.
- Summarize each paragraph in the column to the right.

Here the instructions are separate from the text. They are broken up step-by-step. By interacting with the text, you are making this more accessible to students who need the additional help with analysis.

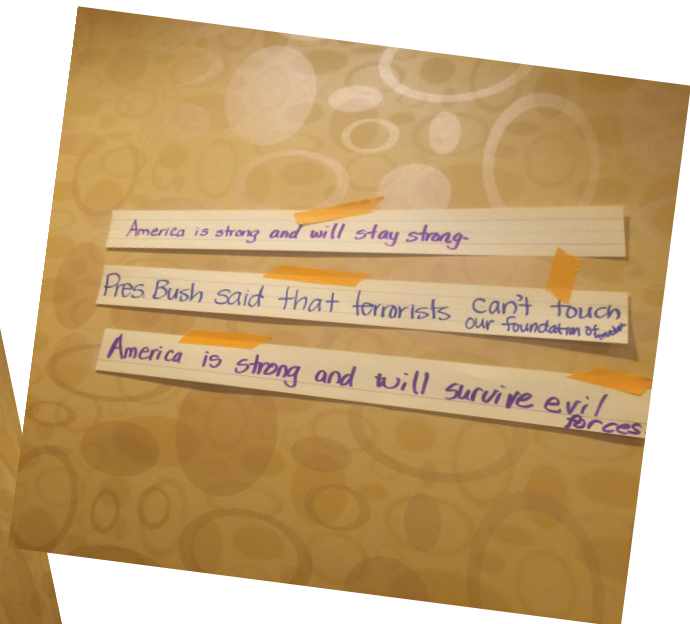
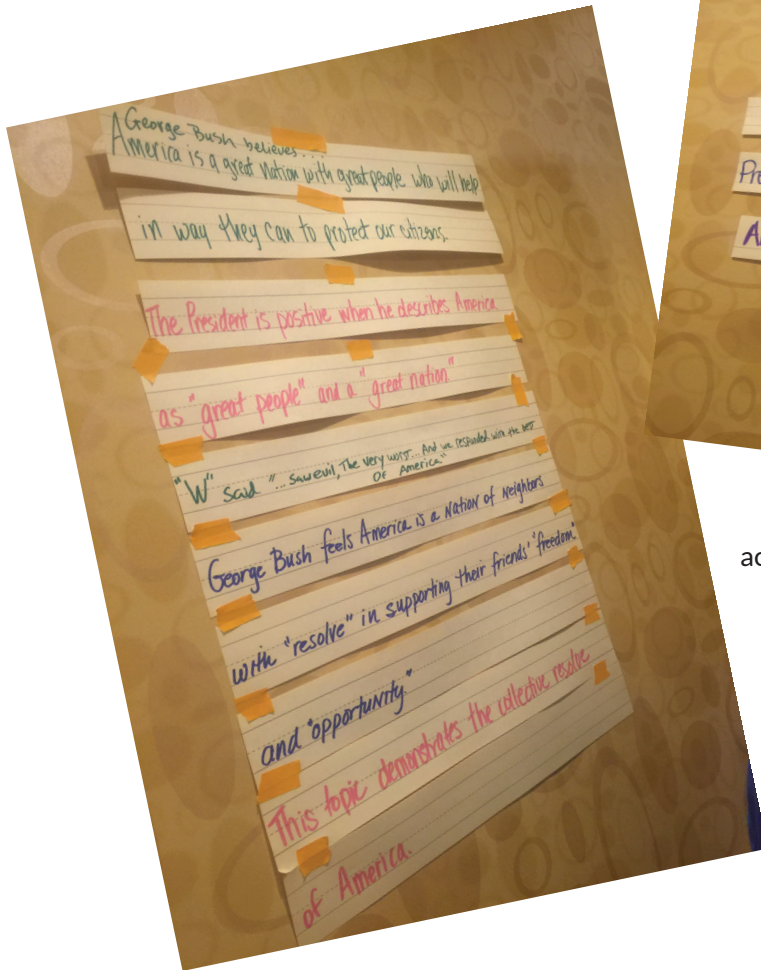
Text-Based Questions: Sentence Strip Activity

How is George Bush positive about America in his speech?

- Use evidence to support your response and **write one sentence** to support your point of view on the sentence strips provided.
- Why does this topic matter? **Write a response** on your sentence strip.



IDEA



Photos of the writing activity with educators at the 2016 ILC Summer Conference

Teacher notes:

- 1) Purpose of the Close Reading Instructions: Students will gain meaning through the reading activities and eventually summarize. Discuss each step along the way. Ask students at #3 "Is there any evidence that George Bush feels negatively about the future?"
- 2) Text-Based Questions- By the end of this activity, students will have a topic sentence, supporting evidence, and a concluding sentence on this topic. They will be able to physically manipulate the sentence strips into a paragraph that essentially fits into the "Say, Mean, Matter" model.
- 3) Students will place their evidence sentence strips.. Then, students will post their topic/concluding sentences on the wall next to these. Ask the students, how would they organize this information more clearly? Let the students figure out that the POV sentence is actually the topic sentence and the "matter" sentence is the concluding sentence. Do not give them this information beforehand.

STATEMENT BY PRESIDENT GEORGE W. BUSH IN HIS ADDRESS TO THE NATION

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	<p>Today, our nation saw evil, the very worst of human nature. And we responded with the best of America—with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.</p> <p>Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C. to help with local rescue efforts.</p> <p>Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks.</p>	
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<p><u>Close Reading Instructions:</u></p> <ol style="list-style-type: none"> 1. Circle words that you do not understand or know the meaning of. (We will share out as a group) 2. Highlight words or phrases that are repeated in the text. <ul style="list-style-type: none"> → Share the words you found with your group. Change your answers if needed. 3. <u>Underline</u> phrases that describe America in a positive way. <ul style="list-style-type: none"> → 4. Share with your group 4. Draw a square around actions that George Bush says he or the government is taking. <ul style="list-style-type: none"> → Share with your group. 5. Summarize each paragraph in the column to the right. 		
<p><u>Text-Based Questions: Sentence Strip Activity</u></p> <p>How is George Bush positive about America in his speech?</p> <ul style="list-style-type: none"> → Use evidence to support your response and <u>write one sentence</u> to support your point of view on the sentence strips provided. → Why does this topic matter? <u>Write a response</u> on your sentence strip. 		

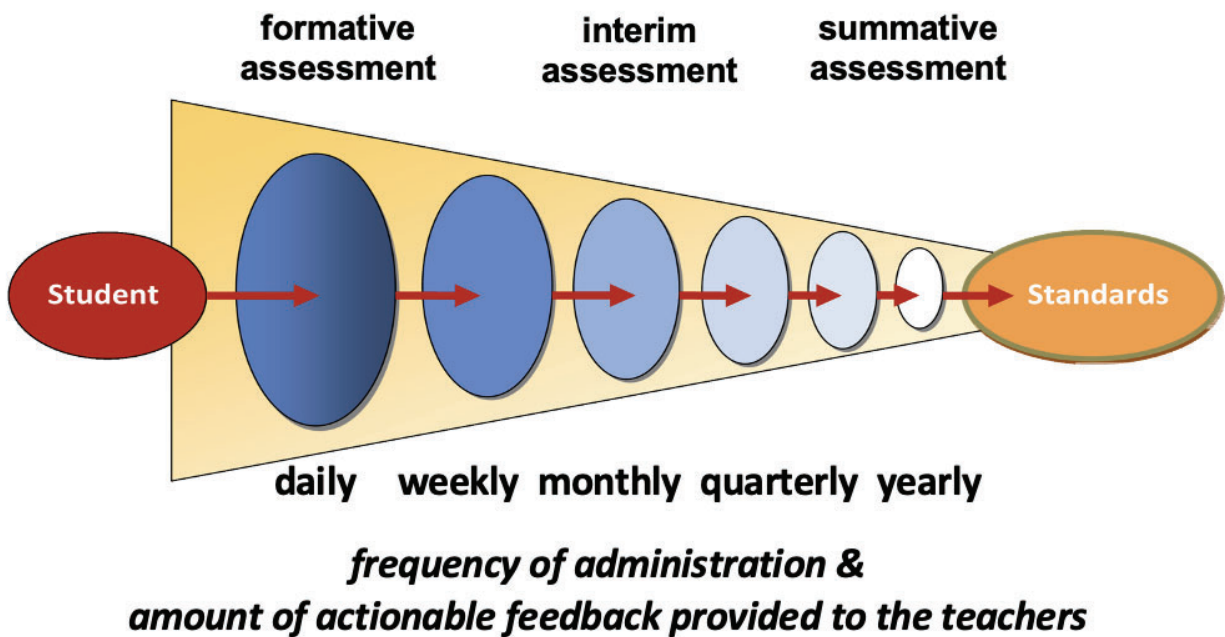
Assessment Literacy



Teaching & Learning that Makes Sense

Although the California Assessment of Student Performance and Progress (CAASPP) state summative assessment system has been in place since 2014, teachers should not forget the critical role of assessment at the classroom level.

Effective classroom assessment monitors mastery of learning goals. Ongoing formative assessment gives teachers and students continuous feedback about how learning is progressing, and teachers can use the evidence to make instructional shifts when necessary to support student growth. Formative assessment is usually not graded, or at least not graded heavily, and is also useful for teaching students how to reflect on their own learning.



Interim assessments include those assessments teachers use to formally evaluate where students are in their learning progress. Interim assessments include end-of-unit tests as well as benchmark assessments given at set times to measure student progress and prepare for standardized state tests.

In California, the state summative assessment system includes the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC) and the Physical Fitness Test (PFT).

According to Rick Stiggins (2015), formative assessment is not a one-time event, but instead an ongoing, day-to-day classroom assessment process that gives students and teachers the information they need to understand what comes next in learning.

Formative assessment utilizes planning, a thoughtful process for developing the right questions, and a willingness on the educator's part to listen to students and offer critical and responsive feedback.

Area	Content	Test	Grades
CAASPP	ELA	Smarter Balanced	3-8 and 11
CAASPP	ELA	California Alternate Assessment (CAA)	3-8 and 11 ¹
CAASPP	Mathematics	Smarter Balanced	3-8 and 11
CAASPP	Mathematics	California Alternate Assessment (CAA)	3-8 and 11 ¹
CAASPP	Science	California Science Test (CST)	5 and 8, and once in high school (i.e., grades 10, 11 or 12)
CAASPP	Science	California Alternate Assessment (CAA)	5 and 8, and once in high school (i.e., grades 10, 11 or 12) ¹
CAASPP	Reading/Language Arts in Spanish	California Spanish Assessment (CSA)	3-8 and high school (optional test)
ELPAC	Listening, Speaking, Reading, Writing	Summative ELPAC	K-12 ²
ELPAC	Listening, Speaking, Reading, Writing	Alternate ELPAC	K-12 ³
PFT	Physical Fitness	FITNESSGRAM	5, 7 and 9

¹ Students with the most significant cognitive disabilities whose active IEP designates the use of an alternate assessment.

² Students identified as English learners until they are re-designated as fluent English proficient.

³ Students with the most significant cognitive disabilities who are also identified as English learners and whose active IEP designates the use of an alternate assessment.

Learning Goals- "I UNDERSTAND"

1. Analyze the causes and effects of the Civil War.
2. Understand how slavery ended in the United States

The Difference Between Learning Goals and Success Criteria

Success Criteria- "I CAN"

1. I can create a graphic organizer that effectively compares and contrasts the effects of the Civil War on the North and the South in regards to economics, the lives of African-Americans, education, agriculture, and technology.
2. I can explain how the Civil War affected the North and the South after the war and what groups of people were affected, including the advent of carpetbaggers, and the migration of African-Americans to the North.
3. I can describe in detail how slavery was abolished during the Civil War and what documents contributed to this.

To see an example of the student-created graphic organizer, go to Appendix A



IDEA

"Assessment entails carefully designing situations (or asking questions) so that the elicited evidence can be connected to critical components of domain understanding"

R.E. Bennett (2011), p. 14

Strategies for Eliciting Evidence

1. Conferencing- Set aside time during class to meet with your students and have a conference about their project. Listen to what they have to say and ask clarifying questions. By listening to your students talk about their product and process, you can help them take the next steps in the right direction.

One way to organize conferencing is to have a schedule on the board for students to see. This gives them a heads up for your discussion and they can mentally prepare to talk about their assignment with you.

2. Tickets Out the Door- Whether you use post-its, or a digital program like Padlet, this strategy can give you feedback at the end of your lesson about where your students are at on the learning continuum. Ask your students a question that requires a response and is directly related to the success criteria you have set out for them. Responses can be anonymous or you can ask them to put their name down. After class, you can sort through the responses to determine what next steps are needed for your students to meet the learning goals.

Tickets out the Door is a strategy that is used at the end of the lesson. The idea is that a student can only leave if they have completed their "ticket out the door."

Some ideas include:

1. Write a response on a post-it and stick it on the door as they leave class.
2. Write their response on a post-card with their name and place it in a mailbox or box on your desk.

This way, students will feel more comfortable responding if they know no one else but you will see their answer.

Tools for Teachers- A Free Resource

Tools for Teachers, from the Smarter Balanced Assessment Consortium, is an easy-to-use website that features lessons and strategies to support instruction, save teachers time in developing quality lessons, and help prepare students for college or career success.

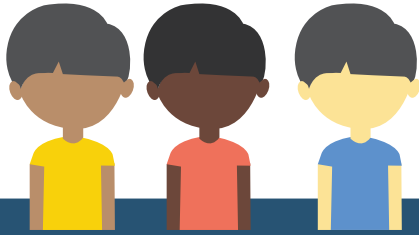
The Tools for Teachers website focuses on the formative assessment process, which helps teachers identify where students are in their learning, where they are heading, and how they will reach their learning goals. All of the website's resources include recommended teaching strategies that support diverse learners and can be modified by teachers to meet instructional needs during in-person or distance learning.

This website was created in collaboration with hundreds of educators. It includes lessons, classroom activities, teaching strategies, professional learning, and links to additional Smarter Balanced resources. In addition, the website resources are designed in such a way that they can be used in conjunction with the Smarter Balanced Interim Assessment Blocks, which are optional assessments of students' progress toward meeting the English language arts/literacy and mathematics content standards.



TO START EXPLORING, GO TO:

<https://smartertoolsforteachers.org/>



The Power of Revision

"Anyone who has never made a mistake, has never tried anything new."
- Albert Einstein

If students are expected to make progress towards mastery of the standards, then we need to teach students about the true power of revision. Revision is a powerful tool. Think about your lesson plans. When you teach a lesson for the first time, does it go EXACTLY the way you planned? Not usually. For most teachers, they must make some changes based off student feedback and response, and they try it again with the next group or possibly the next year. The more you present a lesson, the better you get. Now think about that same concept but in relation to your students' learning. Students need opportunities to revise their work so that they can grow and improve. By allowing students to correct mistakes, they will learn from them and can therefore improve their product, process, and content knowledge.

For more information on how to implement Peer Editing, turn the page.



IDEA

Remember, formative assessment is considered a continuous, minute-to-minute practice of constantly gathering evidence of student learning and providing feedback so that students and the educator know where students are at in terms of meeting the success criteria and learning goals. There are many strategies that work, but ultimately, formative assessment can be used at any time and in a variety of ways.

Consider PEER EDITING as a revision strategy.

Students can exchange papers, problems, and assignments, and give each other feedback based on the rubric or success criteria. In order to keep confidentiality, you can have students either use their student ID or a number instead of their name on their paper. A strategy in math would be to have students solve a problem on an index card. Then with a partner, students will explain the problem and how they solved it.

By talking through the problem, they use the critical thinking skills and reasoning that is required of the Common Core math standards, and this also allows for additional verbal processing. Finally, talking it through with a peer, enables students to give each other feedback and determine what they need to fix their mistakes under the guise of anonymity.

How do I Interpret Evidence?

Data is only useful if we do something with that information. How will you interpret student learning to make the necessary pedagogical decisions? Think back to the success criteria. Where on the continuum of learning has a student made progress towards that goal?



During the Formative Process, the gradebook is **CLOSED**.

Success
Criteria Met

Need Additional
Background
Knowledge

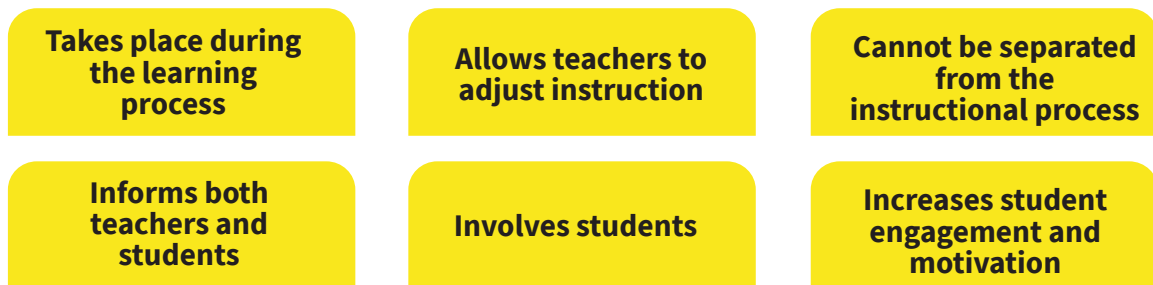
The point of formative assessment is that it can be a minute-to-minute process in the classroom. The cycle does not take place over a certain period of time. When you walk into a classroom where formative assessment is taking place, you will observe it happening potentially the entire time.

What Formative Assessment Does and Doesn't Look Like

What It Could Look Like

Academic vocabulary – shades of meaning. Students using a sorting activity to physically place their words on a continuum using post-its. Then they share their continuum lines and if the students have a disagreement, they have to defend why whether or not they need to move their word. After they defend their decision, the other student either agrees or disagrees. As they discuss their continuums, the teacher walks around and is asking open-ended questions to students. At one point, he asks a student to get out their sketchpad from earlier in the week and review what they drew about each synonym.

Good Formative Assessment...

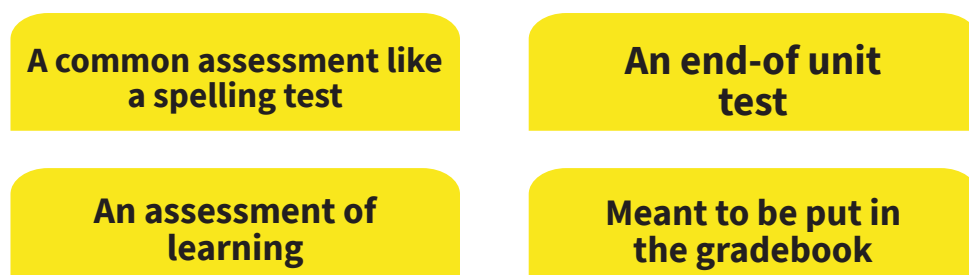


What It Doesn't Look Like

The teacher is giving every student a short quiz on the vocabulary words for the week and their synonyms. The students have been studying the words every day in class for 10 minutes by themselves on their flashcards.

As you can see from both examples, there is a clear distinction between giving feedback and not giving feedback. In the second example, there hasn't been any opportunity for a teacher to truly observe the progress of her student's in learning their vocabulary words. By studying them quietly, there is no opportunity for them to get feedback from their teacher or their peers either. At the end of this activity, a summative assessment is given to gauge their learning and a grade is given. By using this practice, the teacher has missed out on an hour of instruction where formative assessment could have been used with students to assist them.

Additionally, It Is Not...



The Smarter Balanced Assessment

There are four Smarter Balanced Assessment “claims” for ELA/Literacy and four for Math, and each has “targets” that provide evidence to support each claim. The following tables show the four claims in ELA and Mathematics (Figures 7 and 8).

Teachers can review specific grade-level “targets” in Appendix B of the Smarter Balanced *Content Specifications for the Summative Assessment of the Common Core State Standards* to align their instruction to the expected learning outcomes. The goal here is not to “teach to the test,” but to understand the tasks students will be presented with and the critical thinking skills that will be assessed in the tests. CTA believes that the Smarter Balanced assessments can generate useful information but should not be the only data that schools and teachers review to assess student learning and needs.

Figure 7: Smarter Balanced Assessment Claims, English Language Arts

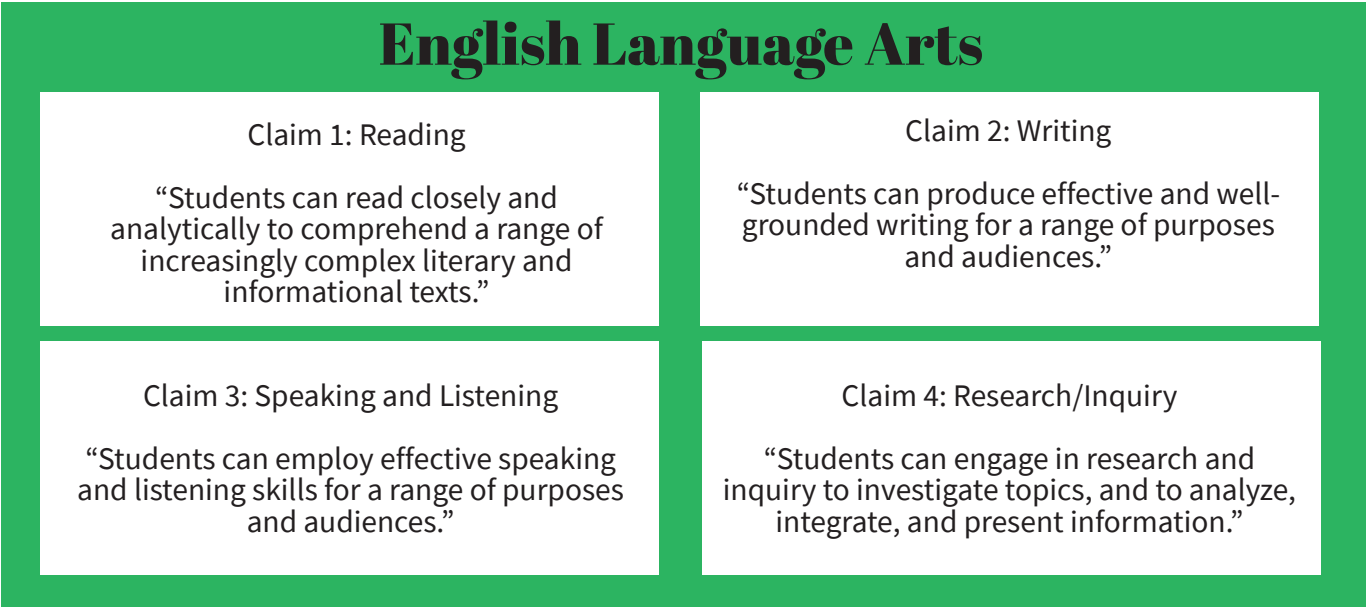
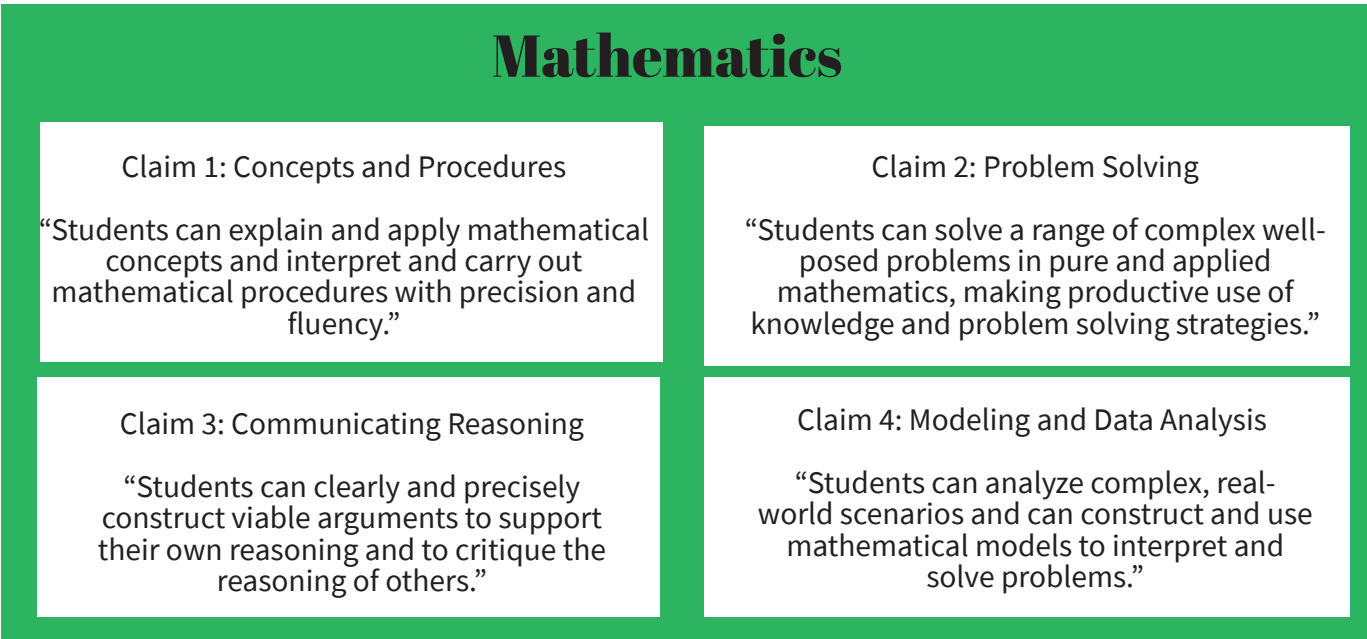


Figure 8: Smarter Balanced Assessment Claims, Mathematics



Download grade-level claims and targets here:

ELA: <https://portal.smarterbalanced.org/library/en/english-language-artsliteracy-content-specifications.pdf>
Mathematics: <https://portal.smarterbalanced.org/library/en/mathematics-content-specifications.pdf>

What You Should Know About the Smarter Balanced Assessment and Students with Disabilities



You have a right to...

Choose "designated supports" for any child that might need that support on the assessment. Parents can also ask for a designated support. Students do not need a 504 or IEP for universal tools and designated supports.

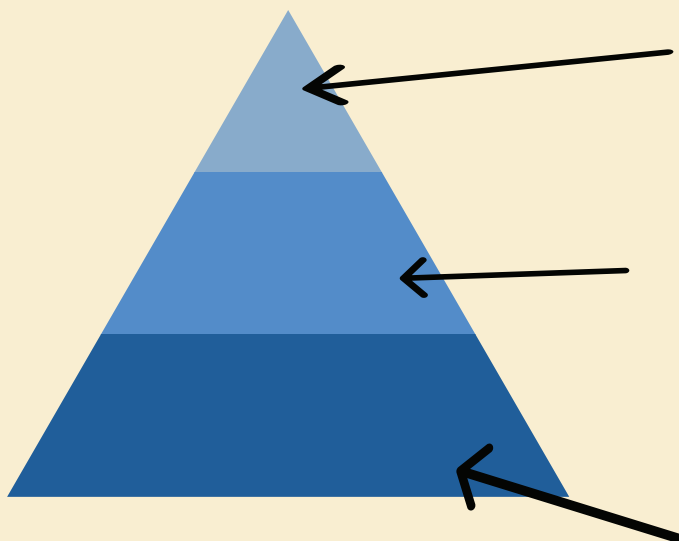
Make a decision on an IEP that best suits the child's needs. This means that if the IEP team decides the alternate assessment is the best option for that child, the district cannot make you change that later if they are concerned about the high numbers of students taking the alternate assessment.

The Smarter Balanced assessment uses the principles of Universal Design for Learning (UDL) within the assessment. UDL is key in the design of SBAC because this means that ANY approved supports used by students on the Smarter Balanced assessment WILL NOT change the construct for students.

This has eliminated the need for an alternate assessment for the majority of students with IEPs in California.

Additionally, accommodations and universal supports are available to all students based on varying factors and degrees, including but not limited to teacher/parent decision, IEP team decisions, and in the case of the universal supports, access for all students.

Supports for Students with Disabilities on the SBAC



Accommodations (A) must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.

Designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.

Universal tools (U) are available to all students on the basis of student preference and selection.

UDAs can be EMBEDDED or NON-EMBEDDED. The use of UDAs DOES NOT invalidate test scores or change the nature of the assessment.

Is there a 1% cap on how many students in a district can take the alternate assessment?

1%

NO.

There is a statewide cap only. LEAs are required to notify the state that they are above the 1% CAP before they finish their testing. This advance notice allows the state educational agency to ask for a federal waiver if they anticipate going over the 1% cap.

The Bottom Line:

The IEP team makes the decision on what is most suitable for each child. Statewide caps do not affect IEP team decisions.

If you are asked to change an IEP based on this cap, notify your site rep and share this memo with them. You can also find more information at:

<http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>

Want to Know More?

Where do I find information on the SBAC supports?

The Matrix One is the California State Board of Education approved accessibility resources document for CAASPP testing. The Matrix One should be used in conjunction with the Smarter Balanced Usability, Accessibility and Accommodations Guidelines, a reference to obtain details on the recommended use of each of the resources.

<http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>

How do I make a request for a support?

Should the student require an accessible resource that is not listed on Matrix One, use the unlisted resources request form in the Test Operations Management System and view the Requesting an Unlisted Resource Tutorial on how to make a request.

Tutorial Link: <https://www.caaspp.org/ta-resources/accessibility/unlisted-resources.html>

TOMS Link: https://www.caaspp.org/rsc/videos/archived-training_requesting-an-unlisted-resource-in-toms.2019-20.html

What if my students begins a test without the required accessibility resources?

The test administrator should inform the test site coordinator to complete a Security and Test Administration Incident Reporting System (STAIRS) report. Then, the test site coordinator may file an appeal to reset the test. When approved, the test site coordinator needs to enter the appropriate resources.

STAIRS report Link: <http://www.caaspp.org/stairs/>

Are there video tutorials I can watch to learn more?

Video tutorials are available to preview the embedded designated supports and accommodations and can be found at the Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials Web page. For other accessibility resources, please visit CAASPP Student Accessibility Resources and Test Settings Web page and CDE 2019-20 CA Student Assessment Accessibility Web page at <https://www.caaspp.org/training/caaspp/uaag.html>

Are scores from the CAA included on the Dashboard?

In September 2019, the SBE approved the use of the CAA to be included in the Dashboard. This is mandated by federal and state accountability requirements. The use of the data from the CAA will not include scores from students who were unable to complete the assessment. The methodology adopted by the SBE overall decreases the number of districts and students groups identified for differentiated assistance.

Building a Stairway for Learning

Using the Spirals in the Classroom

The organization of the California Standards enables teachers to see the developmental learning expected of students as they progress from kindergarten through 12th grade. The standards show how students start with the basic understanding of content, concepts and skills in the primary grades; deepen conceptual knowledge and develop abstract thinking in the middle grades; and refine their ability to connect, synthesize and apply information during their high school years. To help teachers track the sequencing of the English Language Arts standards, CTA's IPD Department has condensed each K-12 progression into a one-page graphic (see example in Figure 9). These spirals of learning were designed to reveal the structure, content and evolution of the standards and are based on a model developed by education author Douglas B. Reeves and are designed to reveal the structure, content and evolution of the standards. (Reeves, 2014).

The spirals help teachers know what to expect when students enter their grade level and what skills they should carry with them to subsequent grades. Teachers should plan for differentiated instruction because not all students will be ready for the more rigorous learning reflected in the Common Core.

Special Education teachers can use the CTA spirals to help see where students lined up on the learning spectrum. In particular, the spirals can be used to set IEP goals for their students. It really helps to look at where students are supposed to be and where they are now.

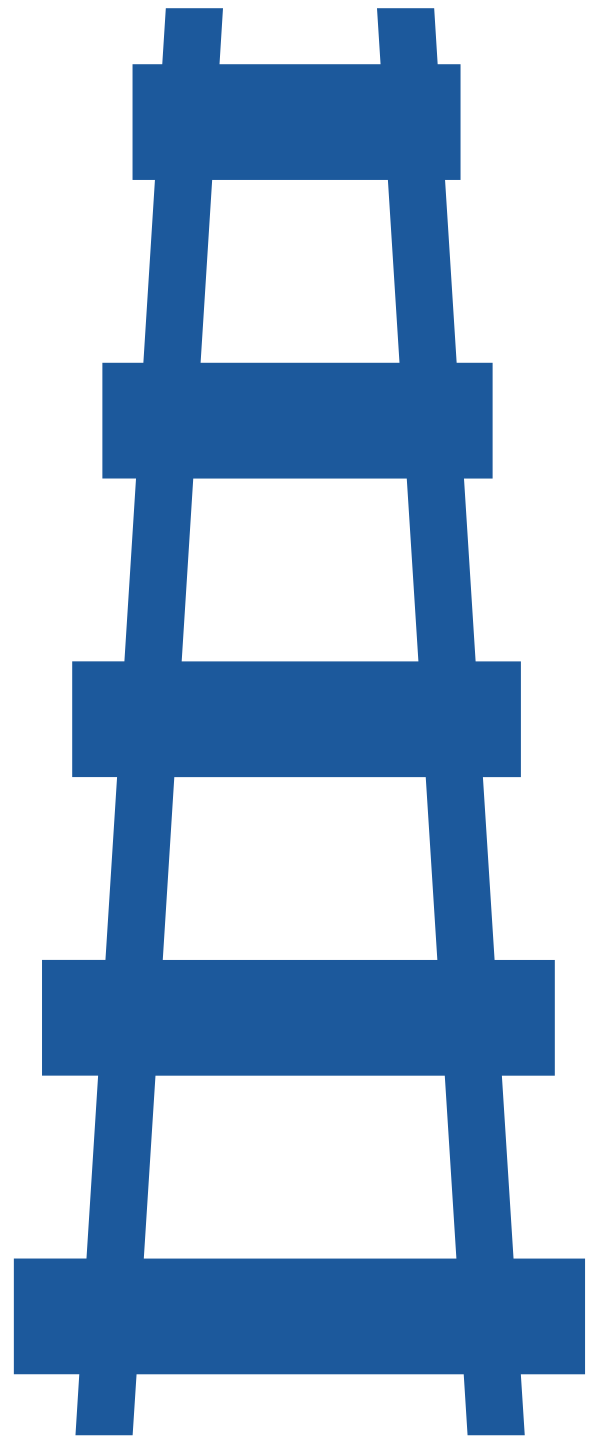
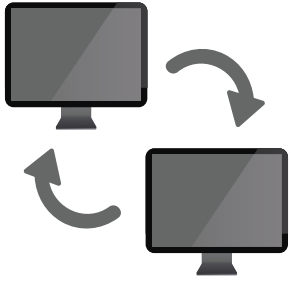


Figure 9: Excerpt from the CTA English Language Arts Spiral Progressions

RL.5	Reading Standards for Literature (RL): Standard 5	=
	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other the whole.	
RL.5.11-12 Grade 11-12 students	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	+
RL.5.9-10 Grade 9-10 students	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	+
RL.5.8 Grade 8 students	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	+
RL.5.7 Grade 7 students	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	+
RL.5.6 Grade 6 students	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	+
RL.5.5 Grade 5 students	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	+
RL.5.4 Grade 4 students	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	+
RL.5.3 Grade 3 students	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	+
RL.5.2 Grade 2 students	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	+
RL.5.1 Grade 1 students	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	+
RL.5.K Kindergarten students	Recognize common types of texts (e.g., storybooks, poems, fantasy , realistic text).	+

To download the CTA English Language Arts and Technology Spiral Progressions, go to <http://cta.org/ipd>.

The Riverside County Office of Education has developed Math SBAC Claims, Targets, and Standards Spirals for the California Math Standards. For more information, go to <http://bit.ly/2nQ5dwr>.



Technology to Support All Learners

Using tools to redefine tasks and build student skillsets

The use of technology and media in the California State Standards is integral. As you can see below, even in the primary grades, there is an explicit demand for technology use by students.

What will students do? (K-5)

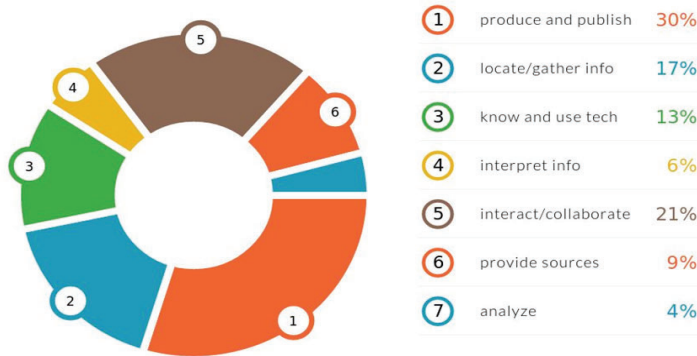


Figure 10: What will students do? Grades K-5, Figure created by K. Taylor using data from the Common Core State Standards.

What are students interacting with?

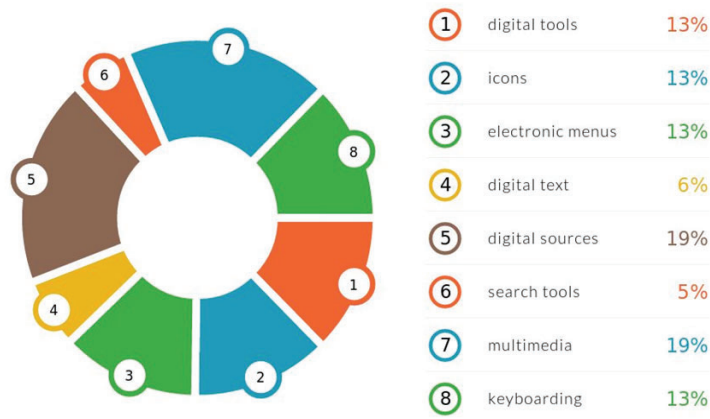


Figure 11, What are students interacting with? Grades K-5, Figure created by K. Taylor using data from the Common Core State Standards.

There are additional technology skills outlined in the California English Learner Development Standards.

Interaction

view multimedia

use communicative technology to interact with others

Creation

use technology for publishing

use technology to develop graphics

Technology Skills Defined

The California ELA/ELD frameworks outline the technology skills that are woven into the College and Career Anchor Standards and CA CCSS for ELA/Literacy. We took the skills that are outlined, and categorized them by type of skill needed as you see below.

Basic Skills

use the internet

use search tools

use keyboarding skills

Interaction

engage with digital text, including animations & interactive elements on web pages

use digital media, including textual, graphical, audio, visual, and interactive elements

use electronic menus
consult digital reference materials

Creation

produce digital text

interpret and produce multimedia presentations

Guiding Your Decision-Making



By integrating technology into daily, weekly, and/or monthly activities, students will get an invaluable opportunity to practice the multitude of computer skills needed for college and career readiness and even the Smarter Balanced Assessment. All students can benefit from motivational activities on the computer or tablet. Students with expressive language delays or autism can benefit from using online discussion boards and learning management systems because these tools allow them to communicate more effectively through writing. Blogging and video confessionals provide greater opportunities for students to self-reflect.

If you aren't using technology, ask your colleagues what they are using with their students. For example, another grade level teacher could have already taught their students to use a presentation website called Prezi. If you both have some of the same students, you could use the same software with them, and they (the students) would already be experts, thereby, eliminating time in your class spent on teaching a new program.

Students need to see that their teachers value technology and that technology skills can transfer to all subjects. When integrating technology into the classroom, use the SAMR model, to guide your plans. The SAMR model, created by Dr. Ruben R. Puentadura, helps educators think about the purpose of instructional technology. The SAMR model guides them through the process of determining how technology will enhance the learning experience for students and teachers. District decision-making teams should also use this as a tool when making decisions about technology purchases. As you can see from the chart below, technology can be used to act as a substitute, augmentation, modification, or redefinition of a task. When technology is used as a substitution, there is no real perceived benefit to using the tool for the student. It is through the process of moving towards redefinition, that students benefit the most from the use of technology.

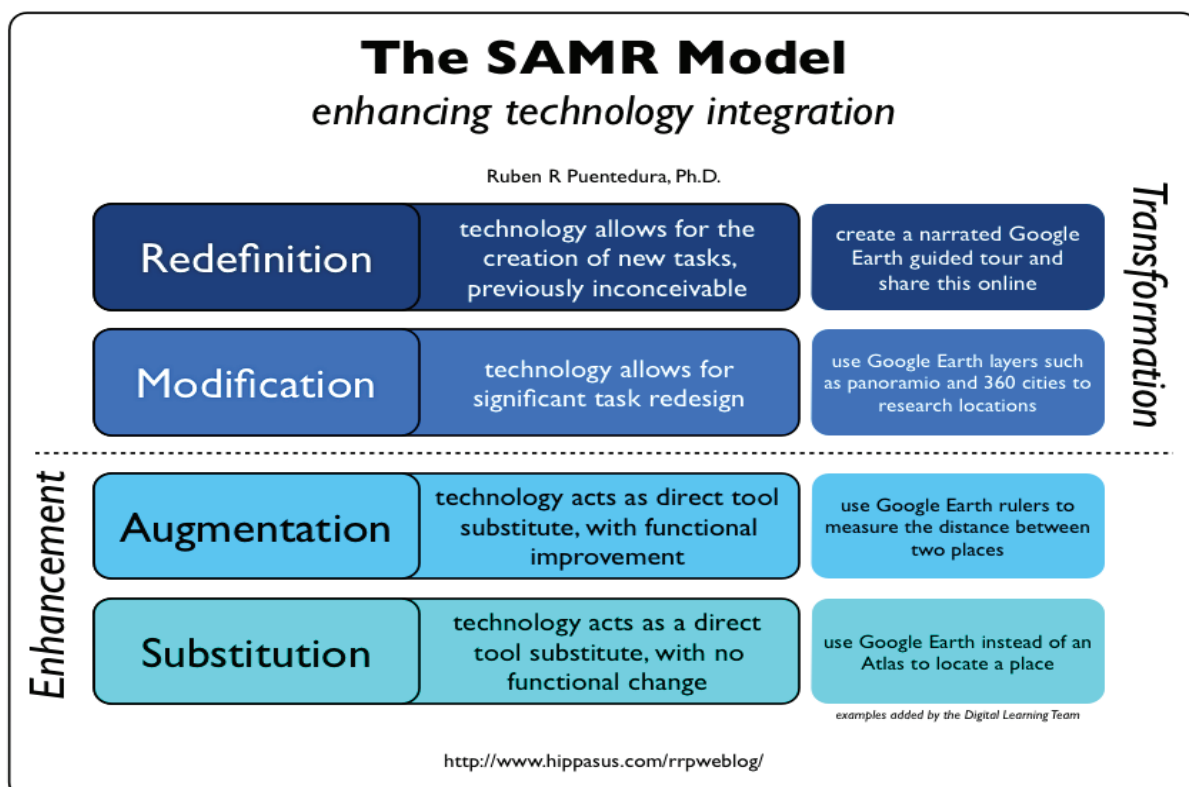


Figure 12: The SAMR Model, Dr. Puentadura, Ph. D. (2012)



Where Are You on the Continuum of Using Technology?

Educators reading this document may be at various stages in their career and in their proficiency with technology. The ideas you get in this handbook can be shared with your fellow teachers. From a beginner's standpoint, it is always better to start with one strategy and go from there. Do not be afraid to F.A.I.L.

Teacher Danesa Menge, from Oakdale Unified, says, "Whether it is Google Docs, TodaysMeet, SMART Notebook, Padlet, Nearpod, whatever, choose one and go for it full out. It may be great! You and your students may love it, or you may fall flat on your face. But that is okay! We as teachers need to take our successes and failures and model each to our students. F.A.I.L= First. Attempt. In. Learning. We can't truly learn without mistakes. So if something didn't work, try another and build your tech repertoire as you learn. Your students will learn the value of mistakes and perseverance in this process as well."



Think back to the SAMR model. How does that model apply to your own teaching? If you are not currently using much if any technology, is there one lesson or activity you do that could be augmented or reimagined by using tech? The SAMR model need not only apply to student learning. So where are you on the continuum above?

Consider This!

I love it and I can't get enough.

How are you sharing what you're doing with other educators at your site and within your district? How can you respond to teachers who do not feel the same way as you about technology? How can you collaborate with others who may not be at the same level on the continuum as you?

I like it somewhat and am happy with what I'm doing.

Have you considered trying one new tool this year? How would your students benefit if you tried something new? What is preventing you from wanting to integrate more technology? How can your peers assist you?

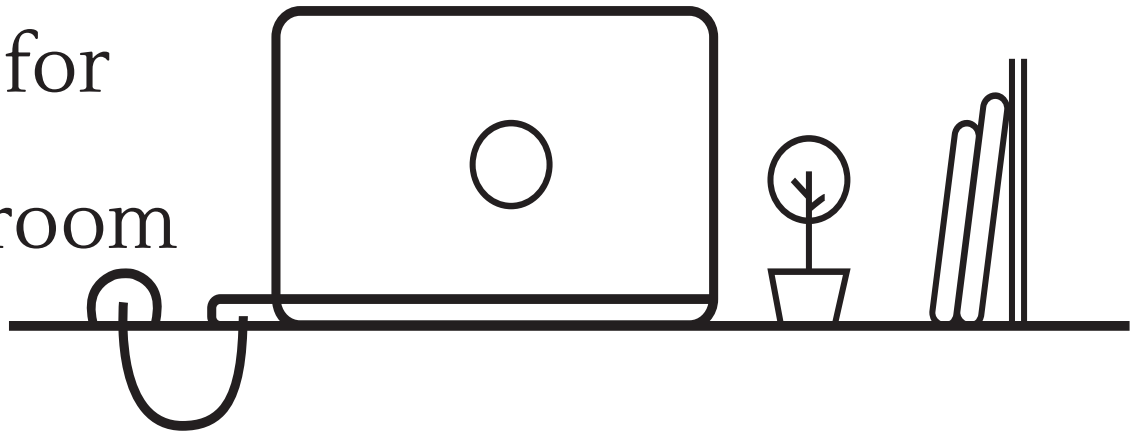
It scares me.

Think about the beliefs your fear is based upon. Now think about your students when they try something new. How do they feel? What strategies do you use to help them overcome their fears? Consider trying something new that is fairly risk-free.

I'm not interested in using it.

What is preventing you from using technology? Is it lack of resources? Lack of training? Is it your grade level? What are other teachers at your site doing with technology? Who is a go-to person that you feel comfortable asking for some ideas?

Ideas for Your Classroom



Using Video Tools

Get students engaged with the content in an interactive way.

Students love videos. They provide sound, narration, animations, reenactments, and in general give students a different type of experience than looking at a textbook. There are ways to use videos to go even deeper into the content or to gain more knowledge from students to be used in a formative way. Here are two video tools that each have a positive use for the classroom:

[Edpuzzle](#)- create quizzes, insert questions, insert narration, and create video clips in one easy to use tool and send it to all of your students.

[PBS Learning Media](#) has taken cartoons and other videos and already created clips for teachers. This eliminates a lot of extra time spent looking through videos to find the right clip for your students.

Online Discussions

<p>Students are engaging in online communication every day. Why not model online academic conversations?</p>	<p>During the COVID-19 pandemic, online conversation and communication became a norm for most students and educators. As many teachers and students return to in-person learning, it's not time to ditch the online communication.</p> <p>The online discussion board is a normal way of conversing in today's online world. Many students are already online having conversations, but how many use it for academic purposes? Not only are online discussions a great way to use discussion as a formative assessment, but you can also meet the needs of nonverbal students through this tool. Start with one of the websites listed to the right. They are ranked in order from easiest at the top, to the most tech savvy to the bottom. If you don't have 1-1, meaning every student has a device, that's okay. You can set up a center or pass a tablet around the room. If you are teaching older grades, students can get out their cell phones, depending on your schools' Bring Your Own Device (BYOD) policy.</p>
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Here are some ideas for online discussions:

1. Identify research questions and use the board to discuss different investigative design approaches.
2. Compare concepts as a class.
3. Post a sentence or paragraph. Have students revise it. You will see all of their different responses.
4. Post analysis type questions about an article or video and have an online class discussion.
5. Use questions that require a thoughtful response.
6. Have students provide a re-cap of the day's learnings and then add to each other's responses.

Academic Language Modeling

When students are able to look at each other's writing, several things happen. The first thing that occurs is that you have a group of students model the appropriate academic language for their peers. The second thing that happens is that other students are able to use the peer models to improve their own writing. From a formative assessment perspective, this is an excellent opportunity for the teacher to review the online chats and look for improvements in student language.

Example #1: "Ticket Out the Door"

The screenshot displays a digital discussion board with a green bamboo background. It contains five text boxes:

- Top left: [Redacted] The emperor was not powerful during feudalism.
- Top middle: Mrs. Taylor What are some key ideas that you learned in class today?
- Top right: [Redacted] Shogun is a title that was granted by the emperor to the country's head military leader.
- Bottom left: [Redacted] Samurai followed Buddhism.
- Bottom middle: [Redacted] The way that the swords were made naturally created decoration on the metal.

Tools for Online Discussions

Padlet

Jamboard

SeeSaw

Edmodo

Schoology

Online discussions ARE NOT always one way. Sending messages through a platform to students may not always engage them.

Example #2: Using Discussion Board to Analyze

The following conversation is an excerpt from a real classroom dialogue in a 7th grade classroom.

Teacher: Question #2: How can you create public service announcements as powerful and effective as these?

Student 1: Showing people that they are all the same.

Student 2: If we find things that effect most of the world and that need help.

Student 3: We can show everyday problems with the world that people want to solve but at the same time don't even care.

Student 4: I think we can find a problem in the world that has not been getting much attention and we can somehow find a solution to it.

In the example above, students watched examples of public service announcements as a class. After the students analyzed the videos and came up with commonalities and best practices, they created their own. Take a moment to reflect on the discussions that are currently taking place right now in your own classroom.

Example #3: Students Practice Twitter Chats on Paper

In this example, the students in a 4th grade class read the story "The True Story of the Three Little Pigs". The standard addressed is:

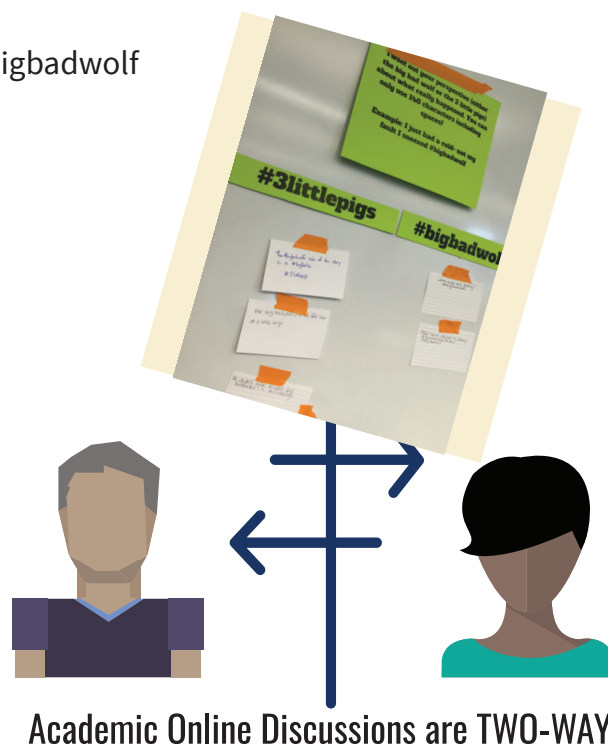
CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Directions: Tweet out your perspective (from either the big bad wolf or the three little pigs) about what really happened in the story. You can only use 140 characters including spaces! Students write their tweets on index cards and tape them under the appropriate hashtag.

Example: I just had a cold- not my fault I sneezed #bigbadwolf

What Are the Benefits?

- Addresses Speech and Language goals
- Meets students' technology strengths
- Strengthens the writing skills of all learners
- Shows students how to have online conversations in an academic setting
- Creates an environment of respect and rapport
- Uses questioning and discussion techniques
- Engages students in learning
- Offers an alternative for students to express what they know
- Can be used as a formative assessment tool



Academic Online Discussions are TWO-WAY



The best way to start your students blogging is to jump in with two feet first. Find a website you like, and try it out. If at first you don't succeed, you and your students can figure it out the process and learn together.

Also use blogging to:

design an experiment
synthesize information from multiple sources
analyze multiple texts and write about it
recall procedures
summarize a story



Blogging

Students need options and ways to engage in self-reflection. According to wordpress.org, blogs are "websites that maintain an ongoing chronicle of information. They can feature diary-type commentary and links to articles on other websites. Blogs range from personal to current events and can focus on one narrow subject or a whole range of subjects. In addition, many blogs focus on a particular topic, such as web design, home staging, sports, or mobile technology."

Blogs in the classroom can range from online journals to discuss students' weekend activities or hobbies, or a way to discuss their perspective of the current literature theme. Some of the standards that support blogging include: CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. CCSS.ELA-Literacy.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. Create an on-going conversation about a topic of interest.

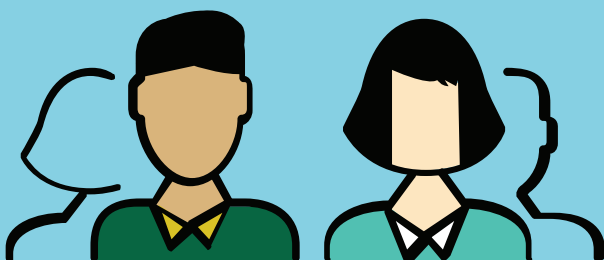
Use blogging to:

- Provide links to research. Have students document the research process of an assignment throughout the quarter, semester, etc.
- Write about weekly reading assignments.
- Other classmates must comment on each other's blogs about the content.
- Have students in lower grades create a class blog; they can take turns writing a short opinion piece about a current topic of study.

Some great blogging websites include: <https://go.fan.school/>, edublogs.org, education.weebly.com

Blogging invites family members to review online content and be involved with their student's work.

Blogging can expand your classroom's community involvement by having students write about community issues and sharing their work with local agencies that are trying to make a difference.



Four Card Strategy



Use this strategy with text or an image

When to Use

After reading a text, before a unit or lesson, to make connections to a larger theme.

Planning

Use the standards to determine what type of action they will take.

Use a different colored or numbered card for each question type.

Activity

Each student will read their card, one at a time, in a large circle. Give students time to practice a few minutes beforehand. Only one person speaks at a time.

Choose three words from the text that evoke an image.	Select a sentence that moved you.
Choose a phrase that shows the author's point of view.	Write a sentence that summarizes the event.

Create a question about the image.	Write three adjectives that describe the image.
Write one sentence that summarizes the image.	Write a sentence that describes the significance of the image.

Top Six Reasons

Your Students Should Be Creating Infographics

TOP 6 REASONS

You see the cool graphics everywhere, but here's why you should be teaching your students to create them.



Teaches 21st Century Media/Literacy Skills



They are the norm for Marketing in 2015



Most students are visual learners



Utilizes DOK Level 3 thinking

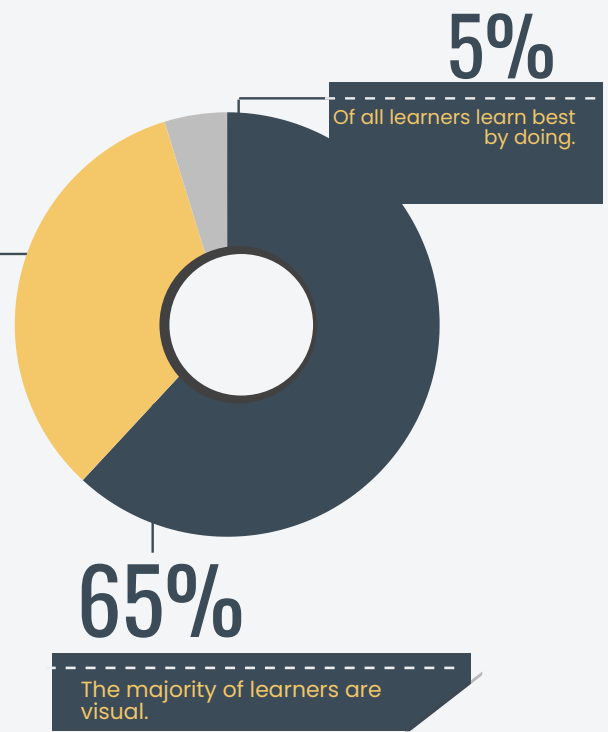


Uses principles of Universal Design for Learning



It's expected in the Common Core

Types of Learners¹



Sources: 1) Bradford, William C. Reaching the Visual Learner: Teaching Property Through Art. <http://lawteaching.org/lawteacher/2004fall/lawteacher2004fall.pdf> The Law Teacher 12, 1 (2004), 12-13.

New Year's Resolutions Infographics Template by Piktochart

Karen Taylor, 2015
Instruction & Professional Development

Know Your
Student

Collaborate!

Know Your Rights &
Responsibilities

FAR

IEP BEST PRACTICES

Here are some ways you can make the IEP process more meaningful & productive.

1

General Ed teachers- Stay for the entire meeting if possible. Many services, goals, and accommodations that are discussed take place in your classroom and you need to give valuable feedback. This also falls under the general education teachers' responsibility to assist in the development of the entire IEP. See CA EC 56341.

2

Ask for training (supports & services) if you feel you need it to help you fully implement a child's IEP. CA EC Sec. 56345(a)(4)

3

If you feel an IEP isn't working, you may call for a review IEP. Be prepared to document the accommodations and any other research-based practices you have been using with that student. If an IEP isn't working, ask the special education teacher on your campus for additional ideas or other accommodations you can try. CA EC Sec. 56343

4

You must be knowledgeable of the IEP contents and your responsibilities to assist the student in meeting their goals. If you don't have access to this, ask your Special Ed teacher for a copy and keep it in a secure location. CA EC Sec. 56347

5

You have the right to speak up to assist a parent or guardian of a special education student to obtain services and accommodations for that student. This means that no district employee may directly or indirectly use their influence to intimidate, threaten, coerce a teacher in order to prevent you from helping that person. CA EC Sec. 56046 (a)

WHAT IF I DON'T AGREE?



Even if you don't agree with everything in the IEP, you still need to sign that you were in attendance. If you feel strongly about noting this in the IEP, ask to have your concerns documented in the notes. You could also ask for a trial run of certain accommodations to see if they work and then re-convene the meeting in two to three months to review how progress is being made. Remember, the purpose of the IEP is to help the student.

WHAT IF I CAN'T MAKE THE MEETING?

The parent and district can agree in writing to dismiss the attendance of an IEP member, in whole or in part, however, the member still needs to submit IEP feedback in writing prior to the meeting. (Cal. EC Sec. 56341 (f) & (g)).

USEFUL RESOURCES:

BEHAVIORAL SUPPORTS: www.pbisworld.com, www.pbis.org

ACCOMMODATIONS: www.pent.ca.gov, www.udlcenter.org

ADVOCACY: www.disabilityrightsca.org

Communication Tips for IEP Meetings



THE MOST IMPORTANT THING IN COMMUNICATION IS HEARING WHAT ISN'T SAID.



- PETER DRUCKER

1. Put yourself in their shoes...



EVEN THE MOST WELL MEANING ADULT CAN FEEL DEFENSIVE OR BECOME AGGRESSIVE WHEN DISCUSSING THEIR CHILD AND THEIR CHILD'S EDUCATION. THINK ABOUT WHAT IT FEELS LIKE TO BE THEM FOR A MOMENT. HOW LONG HAVE THEY BEEN FEELING FRUSTRATED? HOW MIGHT THEY FEEL ABOUT HAVING A CHILD WITH A DISABILITY? HOW MIGHT THEY FEEL IF THEY DON'T THINK THEIR CHILD IS GETTING WHAT THEY NEED?

2. Use the "revoicing strategy"

AFTER LISTENING TO A COMPLAINT, GAIN CLARIFICATION AND UNDERSTANDING.

"SO WHAT YOU'RE SAYING IS..."
"IS THAT RIGHT?"



3. Use the "example strategy"



"CAN YOU GIVE ME AN EXAMPLE OF THIS?" THE EXAMPLE CAN HELP YOU DETERMINE NEXT STEPS FOR ACTION AND RESPONSE.

4. Show that you're on the same team.



"HOW CAN WE WORK TOGETHER TO MAKE (STUDENT'S) EXPERIENCE THE BEST POSSIBLE?"

5. Take a time-out.

"I KNOW WE ALL WANT WHAT IS BEST FOR (STUDENT). MAYBE WE SHOULD TAKE A FIVE-MINUTE BREAK TO COOL DOWN."



6. Listen, listen, listen



OFTENTIMES, PEOPLE JUST WANT TO BE HEARD. SUPPRESS THE URGE TO RESPOND AND LET PARENTS TALK OUT THEIR FRUSTRATION.

7. Dig deeper

"CAN YOU TELL ME WHAT HAPPENED THAT HAS LED YOU TO FEEL THIS WAY?"

THEN USE A STRATEGY LIKE 2, 3, OR 6.

Remember, empathy, listening, and patience can go a long way.

8. Pay attention to your own body language.

WHAT PERCEPTIONS ARE YOU GIVING WHEN YOU SIT AND LISTEN? ARE YOU LEANING BACK OR LEANING FORWARD? USE A COMFORTABLE FORWARD STANCE THAT SHOWS YOU ARE INTERESTED IN LISTENING TO THE PARENT.

9. Choose your battles

ASK YOURSELF, "IS THIS WORTH PUTTING ALL OF MY ENERGY INTO?" IF A PARENT'S REQUEST IS UNREASONABLE, FIND SOME MIDDLE GROUND THAT BOTH PARTIES CAN AGREE TO THAT STILL BENEFIT THE CHILD. DON'T BE AFRAID TO SAY YES TO REASONABLE REQUESTS. REMEMBER, THE IEP IS MEANT TO HELP THE STUDENT.

10. Just Breathe

DEEP BREATHING HAS BEEN SHOWN TO EFFECTIVELY LOWER STRESS LEVELS.

IEP Facilitation Tips

IMPORTANT POINT!

Sometimes a few changes in our behavior can change the way others act and react.



Smile! It puts everyone at ease in a potentially tense situation. If you force yourself to feel the emotion and not just put on a show, this will relieve the stress and emotional burden of faking your emotions.



TIME- Always start the meeting by asking if anyone has a conflict with the time. This puts the pressure off people who might have to leave early and also allows for written permission to leave by parents and district of IEP team members.



AGENDA- An agenda can also help manage time conflicts. Post it up on the wall if you need to. This can be also useful for parents to know what to expect in the meeting. Ask the IEP team members, especially parents, if there is anything else they would like to add to the agenda before getting started.



RIGHTS- Make an effort to highlight a few key pieces of the procedural safeguards for parents. Just because you hand parents their rights, doesn't mean they always know them or may read them after the meeting. This also shows you're willing to be a partner with them.



TAKING NOTES- Ask another team member in advance to help take notes. The case manager should lead the meeting whenever possible. In the case of a triennial, ask the school psychologist to lead the meeting and offer to take the notes if you are the case manager. If you can, project the IEP as you type so that the process is transparent.

In Conclusion...

It's not the end, but the beginning

CTA supports you, the educator, not only at the bargaining table, but in your classroom, your office, and your school site. Professional issues are just as important to us and we hope that today and tomorrow we can be there to support you with what you love to do best, working with students.

We want to hear from you!

We have so many resources to share but one of the most important resources is your educator voice. If you are interested in sharing your story, find us on Twitter at @ctaIPD or via our website at cta.org/ipd.

Interested in
grant
opportunities?

www.cta.org/ift

On Social
Media?

@WeAreCTA
#WeAreCTA

Want More
Resources &
Virtual
Trainings?

www.cta.org/ipd

Want to get the
latest updates
on educational
issues?

www.cta.org

Looking for a
Conference?

www.cta.org/conferences

Interested in
Our
Publications?

<https://www.cta.org/educator>

Whether you're looking to build your skill set, access tools to improve your practice, or connect with colleagues from across the state, the California Teachers Association has your back! This document provides an overview of the resources offered through the Instruction and Professional Development (IPD) department. Follow the links provided to access materials, register for conferences, or connect with us on social media! #WeAreCTA!

Ongoing Facilitated Learning for Members

IPD Staff offers trainings to local leaders and members related to high-interest topics.

- Special Education
- Assignments & Credentialing
- State Assessments
- English Learners
- Transitional Kindergarten (TK)
- National Board Certification
- School Safety & Student Support
- LCAP & Other Data Sources
- Stress Management
- School Site Council

More Information: cta.org/ipd

Special Education Resource Website

The Special Education Resources website provides CTA members with tips and support on a range of topics.

- IEP Rights & Responsibilities
- Special Education FAQs
- 504 Plan FAQs
- Class Size & Caseload Information
- IEP Team Meeting Facilitation Tips

More Information: cta.org/special-education-resources

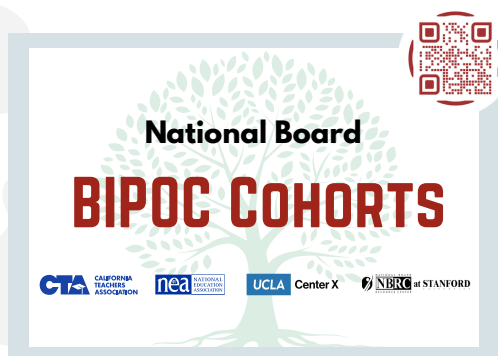
On-Demand Learning

Short, self-paced competency-based courses for educators to demonstrate mastery in a particular area. Over 250 courses offered.

- Diversity, Equity, and Cultural Competence
- Classroom Management
- Exceptional Learners
- Trauma Informed Pedagogy
- English Learners
- Arts Integration
- Native American Studies

More Information: cta.org/cta-nea-micro-certifications





National Board BIPOC Cohort

The Navigating National Board BIPOC Cohort grants are for CTA members who identify as Black, Indigenous, and People of Color (BIPOC).

The grants cover the cost of participating in the Stanford or UCLA National Board Support Programs along with direct support from other BIPOC National Board Certified Teachers.

More Information: cta.org/nbct

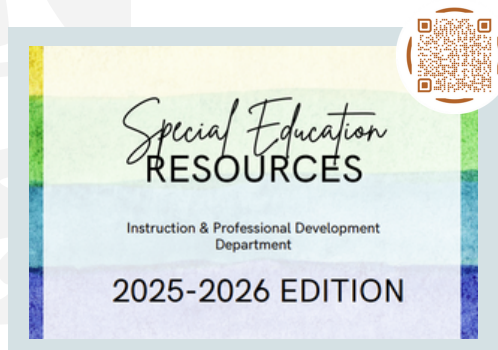


The CTA Wellness Center

Mental health resources to support you.

The Wellness Center contains curated articles, resources, and strategies on stress management.

More Information: cta.org/for-educators/wellness-center

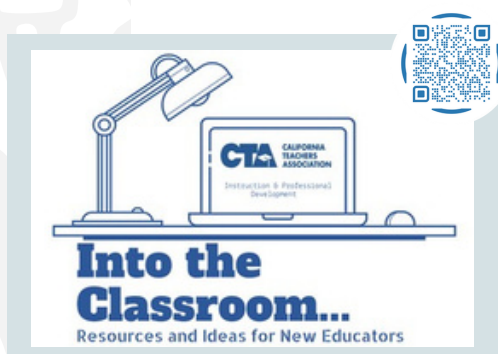


Special Education Resource Guide

A handbook for all educators and staff.

This resource guide provides information on rights and responsibilities for students and educators. It also provides information on student discipline, Ed Code, caseloads, and much more.

More Information: cta.org/document/special-education-resources-guide



Into the Classroom

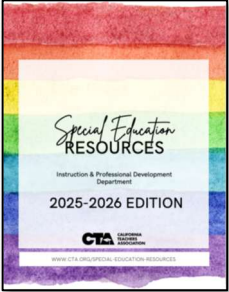
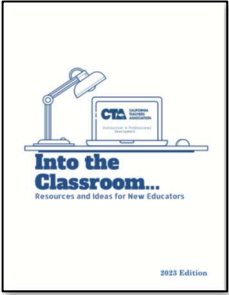
A handbook for new educators.

This handbook includes ideas for implementing strategies in the classroom, lesson plans you can use, research-based practices, and tips from CTA members.

More Information: cta.org/document/new-educator-handbook

CTA

Instruction and Professional Development Department Handbooks Available

Cover	Title	Publisher	Current Edition
	Special Education Resources	CTA IPD Dept.	2025 Brand new!
	Into the Classroom: Resources and Ideas for New Educators	CTA IPD Dept.	2023

All publications are available to be downloaded at no cost at: cta.org/ipd.
Copies of handbooks are available to order for a minimal cost. You can contact your CTA Primary Contact Staff (PCS) through your chapter president to order handbooks.
You can also request trainings from the Instruction and Professional Development (IPD) Department through your PCS.

Questions? Contact the CTA IPD Department: ipd@cta.org

