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| **Higher Level Question Stems**   1. Describe the event that might occur if... 2. Design a scenario for... 3. What would the world be like if... 4. Explain how you can tell if your answer/analysis is reasonable. 5. Predict what will happen to \_\_ as \_\_ is changed. 6. How would you solve this problem in your life? 7. Do you feel \_\_ is ethical? Defend your answer. 8. What type of evidence is most compelling to you and why? 9. How would repeated trials affect your data?   10. What significance is this event in the global perspective? | **The Fundamental 5**   1. Frame the Lesson – Post learning objective and have a closing question/product. 2. Work in the Power Zone – Move around/work the room to increase on task behavior and retention. 3. Frequent Small Group Purposeful Talk – Every 10-15 minutes stop and allow discourse with planned questions among 2-4 students. 4. Recognize and Reinforce – Success and improvement needs recognition; reinforce all good things and procedures. 5. Write Critically – Purposeful note taking, summary paragraphs, and class exit tickets all create retention for every level student. |
| **Teacher Tips for the Classroom**   1. Is your focused TEK and closing question/task on the board? 2. Have a routine. 3. Create relationships with real-word connections. 4. Turn up your lesson with rigor: ask why and how. 5. Be fair and consistent. 6. Check for understanding – have an exit ticket. 7. Be professional and positive – model what you expect from the students. 8. Motivate to create! 9. Get them involved in the lesson with discourse. 10. Treat them like you would treat your own. | **PBIS Strategies**   1. Show them you care. 2. If you're excited about what you're teaching, they'll be excited. 3. Use a variety of teaching strategies. 4. Celebrate successes – little and big. 5. Relate the lesson to their life, and use memorable stories to explain concepts. 6. Work the room. 7. Be positive. If you look for the negative, that’s all you will see. 8. Make positive parent contact. 9. Teach expected behaviors. 10. Encourage engagement and discourse. |
| **Reasons to Call Parents**   1. Student praise and accolades 2. Grades – good and bad 3. Student misbehavior 4. Missing assignments 5. Tardies 6. Absences/checking up 7. Reminders of tests/projects 8. Upcoming events 9. Concerns/change in behavior 10. Volunteer/chaperone | **Communicating with Parents**   1. Start/end communication with a positive. 2. Keep them informed (email/phone). 3. Keep grades current. 4. Be first to contact them. 5. Listen to what they have to say. 6. Return calls/emails within 24 hours. 7. Be professional and positive. 8. Ask "How can I help?" 9. Consider your tone. 10. Document conversations/save emails. |