

ADDRESSING THE "WHAT-IFS"

- What if Christel loses internet connection? ... check back in 5 mins using the same Zoom link. If the session is not up, then watch your email for directions.
- What if there is a lot of background noise at your house? ... keep yourself on mute or Christel will mute you! LOL (This is the best part of virtual teaching)
- What if you did not get a Google Doc or Form emailed to you, send Katie a message in the Chat box.
- What if you get kicked out and need to be let in but everyone is in a breakout room ... text 561 596-9039.



MEET DIANE OWENS, SPECIALIST

 Contact Diane if you have questions regarding private school services or payment: <u>diane.owens@palmbeachschools.org</u>





- Log in to <u>www.connectedclass.com</u>
- Go to Resource Room
- Click on Onsite Trainings
- Open Creating Time For Extra Help: Using Rotations to Support All Students
- Direct Connect
- Learning Link



FOLLOW-UP





In-Service Follow-Up Option IV

Training Session:

Directions:

Connect to parents and families based on student need using Learning Link on Connected Class. Complete the following to earn three in-service points:

- Set-up your student list for Learning Link. Directions for set-up.
- · Select two videos and teach the concepts to some or all of your students.
- Send the videos you used with the students to their families and encourage them to
 play the game, strategy or activity at home.
- · Collect the following evidence and email it to Katie when you are complete:
 - Take a screen shot of your student list. You can use your phone to take the photo.
 - o Answer these questions:
 - What videos did you use?
 - How many of your parents participated?
 - Did you see increased student achievement? Explain.

Please submit via email katie@connectedclass.com no later than 30 days after the training date.

Three In-Service Points will be awarded for this option.

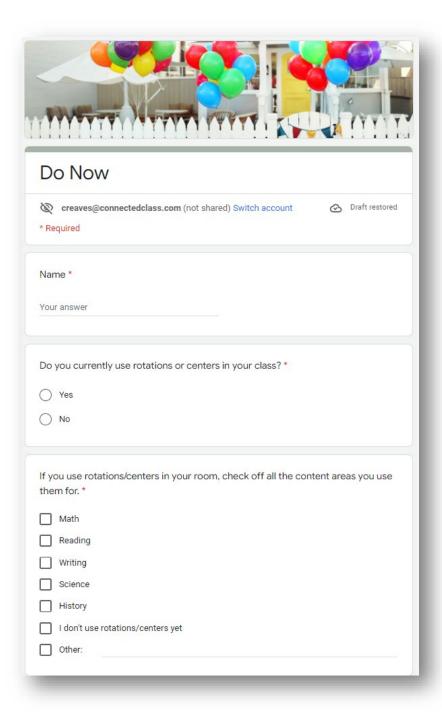
LEARNING INTENTIONS

- Explore how to create, manage, and utilize rotations to provide time to help all students
- Discuss how to use rotations to assist ESE students
- Determine how to get parents and families engaged with the area of need their students have





DO NOW



GET CONNECTED

In your breakout room:

- Introduce yourself
- Share one positive thing that happened this week
- Tell the group one thing you are looking for (or need) to help your students



WHY UTILIZE ROTATIONS?

- Allows teachers to meet with a small group of students while meaningful practice is occurring in the classroom
- Well-designed centers differentiate instruction by accommodating different learning styles, interests, and readiness
- Teachers can differentiate content, process and products based on student need
- Students practice hands-on skills while involved in social interaction
- Spaced practice of key concepts leads to better retention
- Engages the brain

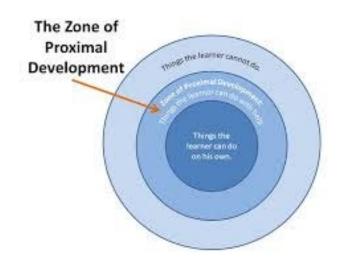


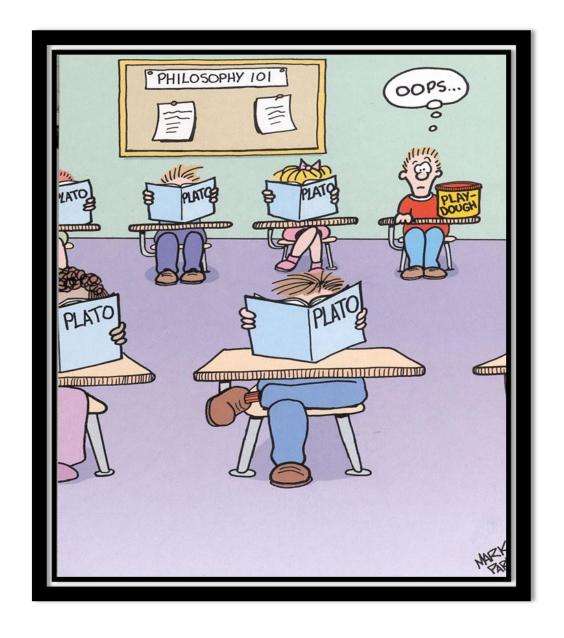
"In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs." Tomlinson Page 10



READINESS

 A task that's a good match for a student readiness extends that student's knowledge, understanding, and skills a bit beyond what the student can do independently.





Tomlinson, C. A., & Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms. Alexandria, VA: ASCD.

INTEREST

Tasks ignite curiosity or passion in a student



Tomlinson, C. A., & Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms. Alexandria, VA: ASCD.

LEARNING PROFILE

- The ways we learn best as an individual:
 - Learning style (move around, sit, things to touch)
 - Intelligence preferences
 - Gender
 - Culture



Tomlinson, C. A., & Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms. Alexandria, VA: ASCD

THREE COMPONENTS OF CURRICULUM

- Content
- Process
- Product





CONTENT

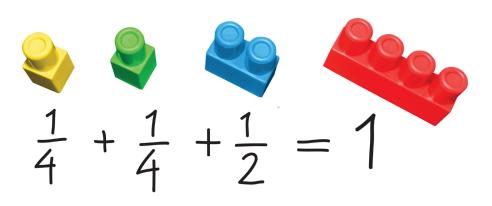
- The "input" of teaching and learning (What)
- Two ways to think about differentiating content:
 - As adapting what we teach or want students to learn
 - As adapting how we give students access to what we teach or want them to learn

PROCESS

 How students go about making sense of ideas and information







Tomlinson, C. A., & Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms. Alexandria, VA: ASCD.

PRODUCT

Output, or how students demonstrate what

they have learned

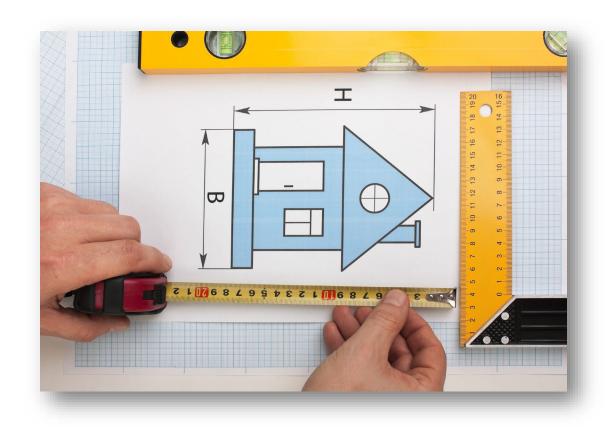




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PLAN, CREATE, AND IMPLEMENT ROTATIONS

- Outline the skills/strategies you want students to work on based on need
- Identify the level of challenge for beginner, intermediate, and advanced
- Select or create the supporting center activities
- Determine the skills/strategies for the teacher lead small groups



PLAN, CREATE, AND IMPLEMENT ROTATIONS

- Decide on the schedule
 - How much time you have for centers?
 - How many rotations you want to have?
 - How long at each rotation?
- Assign students to the centers you selected
- Determine how you will manage the rotations
 - Get your ACT together!
 - Clean this place up!
 - Be a Role Model!
 - Perform your best!



PLANNING CENTERS

Outline the skills/strategies you want students to work on based on need

Skill/Strategy	Beginner	Intermediate	Advanced			
Addition						
Foundational Reading Skills						
Vocabulary						
Retelling and Summarizing	YOU TRY IN THE BREAKOUT ROOM					
Spelling						
Writing: Brainstorming						
Adding Fractions						

PLANNING CENTERS

• Identify the level of challenge for beginner, intermediate, and advanced

Skill/Strategy	Beginner	Intermediate	Advanced		
Addition	Basic addition facts	Addition with regrouping	Three-digit by three-digit addition		
Foundational Reading Skills	Identify Uppercase and Lowercase Letters	Identify letters and their sounds	Sight words/high frequency words		
Vocabulary	Practice target vocabulary Tier I words	Practice target vocabulary Tier II words	Practice target vocabulary Tier II words		
Retelling and Summarizing	Is unable to retell story elements or information from the text	Retells some elements of the text: events or information may not be sequential	Retells all story elements or key ideas/concepts from the text in a logical sequence		

students

YOU TRY IN BREAK OUT ROOM

WHAT MAKES A GOOD ACTIVITY?

- Helps students practice content and skills they need
- They are easy to differentiate
- Your students can independently complete them
- Hands-on and interactive

Check out Learning Links for Center Ideas



















LEARNING LINK IDEAS

Basic Math Facts: Target Series:

- Target Addend
- Target Minuend
- Target Factor
- Target Dividend
- Target Divisor





 Helps students practice content and skills they need

- They are easy to differentiate
- Your students can independently complete them
- Hands-on and interactive



You can differentiate based on student need by assigning the values they need to work on: For example, 7, 8, 9's

LEARNING LINK IDEAS

- Helps students practice content and skills they need
- They are easy to differentiate
- Your students can independently complete them
- Hands-on and interactive

Give Me Five

Famously Fluent -

February 2nd, 2020

measure [...]

Stop Whining Series

Overview: Building fluency and comprehension Lexile







Vocabulary





Spelling

You can differentiate based on student interest and reading level

CREATING CENTERS

Select or create the supporting center activities

Skill/Strategy	Beginner	Intermediate	Advanced
Addition Activities	Basic addition facts Target Addend Learning Link	Addition with regrouping Cinco Sum Learning Link	Three-digit by three-digit addition Place Value Possibilities Learning Link
Foundational Reading Skills Activities	Identify Uppercase and Lowercase Letters Letter Match Learning Link	Identify letters and their sounds Toss and Sound Learning Link	Sight words/high frequency words Whack A Word Learning Link
Vocabulary Activities	Practice target vocabulary Tier I words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link



CREATING CENTERS

Select or create the supporting center activities

Skill/Strategy	Beginner	Intermediate	Advanced
Addition Activities	Basic addition facts Target Addend Learning Link	Addition with regrouping Cinco Sum Learning Link	Three-digit by three-digit addition Place Value Possibilities Learning Link
Foundational Reading Skills Activities	Identify Uppercase and Lowercase Letters Letter Match Learning Link	Identify letters and their sounds Toss and Sound Learning Link	Sight words/high frequency words Whack A Word Learning Link
Vocabulary Activities	Practice target vocabulary Tier I words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link

IMPLEMENT ROTATIONS

- Decide on the schedule
 - How much time you have for centers?
 - How many rotations you want to have?
 - How long at each rotation?

	Skill/Strategy	Beginner	Intermediate	Advanced
9 to 9:15	Addition Activities	Basic addition facts Target Addend Learning Link	Addition with regrouping Cinco Sum Learning Link	Three-digit by three-digit addition Place Value Possibilities Learning Link
9:15 to 9:30	Foundational Reading Skills Activities	Identify Uppercase and Lowercase Letters Letter Match Learning Link	Identify letters and their sounds Toss and Sound Learning Link	Sight words/high frequency words Whack A Word Learning Link
9:30 to 9:45	Vocabulary Activities	Practice target vocabulary Tier I words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link

IMPLEMENT ROTATIONS

Identify students for each category

Skill/Strategy	Beginner	Intermediate	Advanced
Addition Activities Students:	Basic addition facts Target Addend Learning Link Tim, Sue, Bob	Addition with regrouping Cinco Sum Learning Link	Three-digit by three-digit addition Place Value Possibilities Learning Link
Foundational Reading Skills Activities Students:	Identify Uppercase and Lowercase Letters Letter Match Learning Link	Identify letters and their sounds Toss and Sound Learning Link	Sight words/high frequency words Whack A Word Learning Link
Vocabulary Activities Students:	Practice target vocabulary Tier I words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link	Practice target vocabulary Tier II words Vocabulary Swat Learning Link



MANAGING ROTATIONS



- Get your ACT together!
- Clean this place up!
- Be a Role Model!
- Perform your best!

MANAGING CENTERS: GET YOUR ACT TOGETHER!



Have a behavioral system in place

Breakout Room

- ➤ Describe your classroom management system.
- > Do you do anything different during centers?

Checkbook

Date	Transaction	Debit	Credit	Work Space	Balance



Bulldog Banking



Bulldog Banking

Date	Transaction		Old Balance	Add	Subtract	New Balance
	Worked Hard	Off Task				
	Worked Hard	Off Task				
	Worked Hard	Off Task				
	Worked Hard	Off Task				
	Worked Hard	Off Task				
	Worked Hard	Off Task				
	Worked Hard	Off Task				



Classroom Management Checkbook System

· Each student gets their own transaction form.

100	Trans	1541	1681	STATISTICS.	town	

- English Christel-Clear Checking
- Staple transaction form inside a piece of construction paper. Color code if you have multiple classes. Students write their name on the front which helps you and substitute teachers learn their name.
- Checkbooks stay in the classroom. If you teach multiple classes then have a file folder
 with each class period labeled on it near the door. I always had a student pass them out
 when they came in. I always gave them a credit for working.
- Students earn credits by answering questions, being on task, being ready and responsible, making good choices, doing classroom jobs ... etc. The teacher can decide how much to give the student when giving credits/deposits. I found it easier to just give what I wanted at that moment versus having a set credit for different behaviors. For example, I would say: "This is a \$10 question, are you ready?" If it was a more challenging question I might say: "Here is a \$20 question, are you ready?" You can really get the students excited by varying the amount. I made some students millionaires!
- You take money away when students make poor choices or are not ready and
 responsible. For example: the only set dollar debit I had was when students did not have
 a pencil or had an unsharpened one. I always charged them \$2. This eliminated students
 getting up in the middle of a lesson to sharpen their pencil. They either had extra with
 them or they were charged \$2 for using one of mine. I personally hate sharpening
 pencils, so I gave credits/deposits to students that sharpened them for me after
 class/school.
- When I saw a negative behavior that I wanted removed, I located a student doing the
 right behavior and rewarded them with a deposit. For example: "I like how Johnny has
 his work out and is waiting for further directions. You get a \$20 deposit." The other
 students quickly follow along.
- When dealing with a student that was upset about a debit, I always encouraged them by saying: "You just lost \$5 for not being on task. When I walk around the room and come back, if you are working then you can earn a credit. Make the right choice."

- Inspect what you expect! When I introduced the checkbook system, I explained how I inspect their debits and credits to make sure their math is correct along with no cheating. The first two weeks you need to watch closely. You will find some students struggle with adding and subtracting decimals. I have had students that do not know where to place the \$ sign. This system helps students with math as well as uses real life skills of balancing an account.
- You will find that some students will ask for money. I always told them that I take money away if you ask for it. It eliminates that issue quickly.
- You can give credits and take debits outside of your classroom. Examples: catching a student helping another student in the hallway or a student misbehaving in a fine arts class.
- Rewards: You can be creative with rewards. When I taught elementary with the same students every day, I made the reward system more frequent. I would take the top two dollar amounts and let them pick a friend to eat in the classroom with instead of the cafeteria. You can give the class extra recess if they reach a certain value. I did this about every two weeks. When I taught multiple classes every day, I did the reward at the end of the marking period. One example of a reward that I did was a Read-In. I put tents up in the room and students were able to wear PJ's and read their favorite books. We roasted marshmallows and ate S'mores. When I needed more participation in a lesson, I would start the class by saying "The first person who earns \$100 today gets to drink this soda in class." You can get creative or you can ask students for ideas that motivate them. Once the reward occurs then everyone goes back to zero, and you start again.
- Don't tell! You can give whole class deposits for cleaning up the room or transitioning
 quickly into a new lesson, but don't point out that it just keeps each of them in the same
 place compared to their classmates meaning it doesn't push them to first place. I never
 had a student figure this one out on their own. You can get a clean room quickly as well
 as start a lesson faster.
- There are so many creative things you can do with this system. If you have students
 wanting to sit in certain areas in the room, then you can charge them rent for that
 space. If students want to work with certain students on a project then they can pay to
 do that. It keeps them working hard so they earn enough for that reward.

MANAGING CENTERS: GET YOUR ACT TOGETHER!

Develop a routine

- Determine when you want to provide center time
- Decide how you want the students to transition
- Know where you want students to put completed center work
- Decide if you will give grades for center time (some? all?)
- Determine what happens to students off task

MANAGING CENTERS: CLEAN THIS PLACE UP!

Organization and Storage

➤ Describe your organization/storage system

Ideas:

- Showboards
- File folders
- Ziploc Bags
- Storage bins and drawers



MANAGING CENTERS: BE A ROLE MODEL!

• Model Everything!

➤ Brainstorm a list of things you should model for your students before you begin center rotations



Managing Centers: Be a Role Model!

- Model expectations for:
 - What the centers should look and sound like.
 - Transitions (Rotating from center to center)
 - How do students get and put away materials? (Traffic patterns)
 - What to do if you don't know what to do?
 - What happens if a group finishes early?
 - How to decide who goes first in a pair or group?
 - Model the activity with the whole class first to make sure they understand the center.

Managing Centers: Perform your Best!

Tracking student progress

➤ Brainstorm a list of ways you could track student progress during centers

➤ Develop a sample collection table





Name:

Date	Activity Center	Describe What You Did Today	Complete Or Incomplete	Points

HOW TO GET PARENTS INVOLVED

Send Learning Link videos home and assign for homework

