

Buzz words

www.ftp.nea.org/reality.htm
FROM STANDARDS TO REALITY

As you begin working on your portfolio, you may find yourself stumped as to how you

KNOWLEDGE OF STUDENTS TO DESIGN CURRICULA, ASSIGNMENTS, STRATEGY, EVALUATION FOR SAC

- Individuals (interests, motivates them, background)
- Learners (concrete, symbolic, abstract)
- Change in student behavior (body language, attitude)
- Diversity asset (topics taught constructively address this)
- Disposition toward learning
- Learning styles
- Insights about disabilities, talents

LEARNING ENVIRONMENT

- create a physically and emotionally safe environment
- promote active learning
- exposes students to intellectual challenges
- prepares-independent learning
- create atmosphere-still feel welcome, valued, respected
- enable success
- apply principles of fairness sensitively
- ~~high expectations for all to succeed *~~
- ~~use many strategies~~
- encourage innovation, creativity
- provide consistent recognition
- involve students in setting expectations
- develop & discuss class rules
- create learning climate for working together
- ~~maintain open productive environment~~
- ~~participate in activities~~
- model behavior
- help develop sense of responsibility
- instill that learning is challenging
- fosters environment that engages students
- ~~provide support & opportunities~~
- ~~encourage student interactions showing respect to others~~
- provide sense of self-worth
- instill dignity
- model each practice & monitor rules & routines
- anticipate problems
- manage crisis
- seek order
- act promptly & equitably
- minimal disruption (discipline)
- ~~physical setting actively facilitates learning~~
- monitor functioning of physical arrangement consider rearrangement

RESPECT FOR DIVERSITY

- ~~help students learn to respect individual and group differences~~
- nurture the development of sound civic values
- help student understand and use democratic principles freedom, justice, and equity
- design activities and raise questions to cause thinking
- encourage students to address issues in their community (social, economic, environ
- observe, foster and assess the social and emotional growth among their students
- ~~receive encouragement and direction in how to state their personal ideas and feeli~~
- ~~learn it is possible to disagree without being disagreeable~~
- model fairness, equity, justice and the advantage of a pluralistic society
- ~~recognize need to teach awareness, acceptance, cooperation~~
- foster value of initiating, sustaining, interaction, resolve conflict
- responsible for own action

tribute to development to help them become adults who care about others

FUNCTIONAL RESOURCES

- commercial materials
- technological resources can be labor-saving, intellectually enabling
- materials that help them connect significant aspects of student lives
- high quality resources
- diverse in form, style, theme, gender, appeal with level of difficulty
- professional growth with literature and workshop continues self-renewal
- use colleagues' skills that best complement own
- enlist fellow faculty members to provide rewarding and community resources
- local community used by students for valuing and community resources
- recruit family, community members, partners in business in school programs, local commercial materials
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I, III

INDEPTH STUDY OF TOPICS DRAW UPON STUDENTS' PERSPECTIVES, SKILLS, CONCEPTS & KNOWLEDGE

- ~~real world opportunities~~
- role model real world jobs
- progressively challenging instruction
- activities promote inquiry
- students required to explain thinking
- role-model-lifelong learner
- address common misconceptions
- use challenging strategies
- meaningful learning experiences
- teach process & problem solving skills
- flexibility in choice of topics/issues
- instructional activities relevant & applicable
- ~~help develop critical thinking skills~~
- connect subjects, schoolwork, & daily life
- guide student work without taking over

Meaningful Applications of IT

I, III

MULTIPLE PATHS TO KNOWLEDGE

- be especially attuned to students' individual differences
- design approaches for the well-being of the class as a whole
- encourage small groups or individuals to explore on their own
- enable students with exceptional needs to participate fully in class
- provide students with open-ended opportunities to address significant problems
- acquaint students with techniques of others to solve important problems
- use a demonstration to show contradictory events to spur students to consider new
- foster creative thinking and open-mindedness
- draw on metaphors, analogies, illustrations, and problems to extend students' thinking
- use a variety of technological resources appropriate to situations and topics
- choose topics and materials that make best use of time
- slow or accelerate pace of instruction in response to student performance
- make on-line adjustments to the events of the moment
- broaden opportunities for students to enter exploration and discussion of central
- establish learning situations that appeal to students' individual thinking
- encourage students to express their understanding in a variety of ways
- ~~create a classroom climate of high expectations, common goals, and mutual support~~

I, III

Juicy Words for Writing the NBPTS Profile of Professional Growth

Partner

ally	collaborator	team member	equal
cohort	colleague	connection	associate
co-worker	assisted	bridge	connection
supporter	helper		

Valued

Respected	appreciated	treasured	esteemed
Cherished	worthy	revered	prized

Reflection

showcase	indicate	return	emulate
reveal	point to	a sign of	exhibit
echo	hindsight	analyze	look inward
reproduce	point toward	display	show highlights
illustrate	prove	confirm	manifest
suggest	establish		

Pattern

outline	create	profile	blueprint
arrange	identify	structure	influence
affect	sculpt	form	shape
frame	expand	summarize	chart
design	plan	precedent	sample
mold	guide	model	

Milestone

Landmark	event	highlight	activity
Occasion	happening	hurdle	obstacle
Highpoint	difficulty	need	peak
Achievement	height	summit	zenith
Accomplishment	pinnacle	culmination	ultimate
Important event	significant event	target	goal
Objective	high spot	occurrence	

Need

Requirement	demand	called for	dictated
Forced	imposed	obliged	compelled
Want	necessitate	have to	must
Essential	entail	involve	insisted
Demand	expected	forced	expected

Multi-faceted

Versatile	many-sided	comprehensive	all-around	broad
Talented	complex	complicated	involved	ample
Intricate	multiparous	multilevel	inclusive	far-reaching
Including all	complete	all inclusive	wide-ranging	widespread
Across-the-board	thorough	all-embracing	covering many	

Impact

Influence	impression	effect	affect	produce
Bearing	power	sway	pressure	emit
Weight	control	persuade	induce	construct
Cause	generate	bring about	produce	supply
Create	make	breed	make available	raise
deliver				