WELCOME

What part of the state are you from and what do you teach?

Put into the chat!
Brain Dump!

1. On a piece of notepaper, list all of the things you can remember from past Oregon ACTE New Teacher sessions.

   2 minutes to write what you remember.

2. We will share what you wrote, taking turns, without repeating any previous answer.
How do you start and end your class period?

Notes from session discussion:

- Thinking log - Google Form
- Share a current event (newspaper class)
- Short film warmups - watch and then discuss, deconstruct
- Guarding the door!
- Copy a positive affirmation and respond
Why Bell Ringers?

➢ Managing educational environment to build a culture of learning and respect
➢ Connecting academic and technical knowledge and skills
➢ Differentiating learning
➢ Effective time management
Examples of Bell Ringer Tactics

- Review Questions
- Weekday Assigned
- Foldables
- Exit Slips
- Objects
- Evocative
- Minute Paper
- Project Reviews
- Holidays
- Bingo Card Activity
- Journaling
- Brain Dump
- Graphic Organizers
- Newspaper/Technical Magazines
- Silent Reading
- Vocabulary
- What’s Wrong with this Picture?
- Quotations
- YouTube/Video Clips
- Manipulatives
- Picture Identification
- Pre-Assessment
- Puzzles
- Optical Illusions
- Getting to Know Students
Bell ringers also reinforce

➢ Getting to know each other at the beginning of the year/term
➢ Using terminology or tools in appropriate ways
➢ Group work for CTSO projects
➢ Appreciating diverse student perspectives
➢ Reflecting on own work-based learning experiences or current events
➢ Re-visiting previous topics before moving on to a new unit
➢ Analyzing a possible hazardous safety situation
➢ Apply academic skills
Things to Consider...

➔ Will you grade bell ringers or consider these as part of the daily work grade?
➔ If you will grade bell ringers, how many points are appropriate within your grading scale? How often will you grade?
➔ If students are absent, do you allow them to “make up” bell ringers?
➔ Will you use a composition notebook to record each day’s bell ringer?
➔ Will bell ringers be submitted electronically through a learning management system or a Google drive?
➔ Will you allot set amount of time each day? Or will the time vary based on the tasks?
➔ How will you set and reinforce bell ringer work from the beginning of the year/term?
➔ If there are personal questions used as prompts, will you provide options so students can select the questions they are most comfortable answering?
➔ How will you manage bus schedules and students arriving at different times?
Creating Instructional Plans
When you were hired, what instructional resources were you provided?

Notes from session discussion:

- What might an instructional resource be?
- Nothing—had to create everything
- Previous teacher’s projects
- Actual lesson plans!
- I had them, but not super organized
- Physical papers
- Thumb drive with copies
- Netscape Navigator was referenced
Planning with a Purpose

“Most impossible goals can be met simply by breaking them down into bite-size chunks, writing them down, believing them and going full speed ahead as if they were routine.” — Don Lancaster
Large Scale to Small Scale View

**Curriculum Map**
- Acts as a calendar to chart timing
- Your big questions/course goals

**Syllabus**
- Communicates the nuts and bolts of a course

**Unit Plan**
- Addresses learning goals and activities
- Project planning

**Lesson Plan**
- Game plan for a class period or small focus
- Student expectations, how to start the day and the flow of activities
- “At the end of our time today, you should be able to...”
Lesson Planning
What information would you need to create an effective lesson?

Notes from session discussion:

- Student outcomes
- Where students will end and steps to get there
- What my students already know
- Materials and equipment
- Rubric/assessment
- Possible challenges during the lesson
- How long this lesson will take
- Breakdown of how long each step of the lesson will take
- Standards
Additional Elements to Consider

- Student population
- Learner types – visual, auditory, kinesthetic
- Right brain vs left brain
- Learning or cognitive challenges
- Bloom’s taxonomy
The 5 Es

Structuring a Lesson

**Engage** - Hook your students’ attention into the purpose of the day/lesson

**Explore** - Invite students to explore the focus of the lesson. Develop their own questions using provided materials.

**Explain** - Have students explain their understanding of the process

**Elaborate** - Students extend their thinking and practice by applying new learning to other contexts

**Evaluate** - Students and teacher assess the learning and the lesson (and informs the next Engage)
Example Lesson Plan Template
Mapping vs Planning

➢ An overview/outline of what students will be taught throughout the course/year
➢ All your planned stops in a road trip

➢ Details in a single class/lesson (materials needed, standards, student learning target(s))
➢ Itinerary for one day of your road trip

The Perfect Oregon Road Trip 4 Day Itinerary

Day 2 Itinerary

9 am - Jump into Crater Lake
11:30 am - Drive along the edge of the caldera
2 pm - Lunch at Crater Lake Lodge
4 pm - Plaikni Falls Trail
7 pm - Sunset and picnic
Wrapping up the year and licensure reminders!
Renewal Deadlines

Restricted CTE License/License for Conditional Assignment (LCA)

- Submit renewal application and fee through TSPC eLicensing on or before June 30.
- Contact district office to submit sponsor letter to confirm PDP progress and continued sponsorship.
- Renewing your Restricted CTE License does not require Regional Coordinator or ODE approval.

Remember that your Restricted CTE License can be renewed with TSPC two times. At the end of the third year, your PD plan must be complete.
Preliminary CTE License Application

If this is the third year of your Restricted CTE License:

- Contact CTE Regional Coordinator to complete and submit the ODE Preliminary CTE License application.
- Submit verification that professional development requirements on the Restricted CTE License have been met.
- ODE will process the application and forward approval to TSPC.

Submit application and fee for the Preliminary CTE License through the TSPC eLicensing portal.
Oregon ACTE
New Teacher Session

What conversations do you want to continue?

What conversations do we still need to have?

Notes from session discussion:

- Standards - what are they and where are they?
- The basics session information
- Funding
- Non ODE grants?
- Fundraising
- CTSO fundraising