

## Instructional Strategies

### Muddiest Part

Students use index cards (or an app) to anonymously submit what part(s) of the content is causing difficulty for them. You can then use the responses to determine where extra instruction is needed and adjust lessons accordingly. Alternatively, these topics can be addressed during student review sessions. Ask students to identify the topics they need further clarification and consolidate into a list. Ask students to select a term from the list they can explain to the rest of the class. Cross it off the list and move on to the next. Naturally, students will pick the terms they are most comfortable with. Use that information to devise more instructor-led sessions on the concepts that most students are confused about or that require more clarification, to eventually complete the entire list.

### Knowledge Chart

Before delving into a new topic or concept, have students submit what they already learned and know. Knowledge charts can be used at various times to see how students are progressing, and if their interest in the topic is waning or growing. Be creative in designing the graphic organizer! You will get an idea of where students are academically and students themselves can gauge their own progress and see where more work is needed.

## Assessment Strategies

### Portfolio Development

Portfolios allow students to gather, organize, and illustrate examples of their learning and academic achievements. Portfolio development is the process of creating, collecting, reflecting on and selecting work samples that best showcase students' understanding of a given concept. Once students select their top pieces that best represent their learning outcomes, they can then use a binder or scrapbook to organize their work. Work samples kept in a portfolio might include notes from an interview, a diagram, storyboards, essays, info-graphics and more. Students can use Google Slides to create a digital portfolio that showcases their progress on a project, posting their work as well as their reflections on the work.

You can have them start from scratch or create a template for them to use. You can have students share this portfolio with you alone or embed it in a blog post or post it to a Google Drive folder shared with the class.

You could use Google Classroom to create the portfolios: A student can add documents to their portfolio that can be viewed by both you and the student over the course of the year.



## Classroom / Time Management Strategies

### Broken Record Technique

The Broken Record technique is a method from Richard Lavoie, a nationally known expert. It is a verbal response that is firm and clear and conveys a message that you mean what you say. It tends to work well in situations where a student wants to argue, doesn't want to listen, or is non-compliant. With this technique, the teacher merely repeats the instruction or desired behavior three times. Say, for example, a student won't put away his phone. The teacher says, "Rafael, please put away your phone." The student argues: "Sue has her phone out" or "I just need to answer a text." Rather than debate with the student, simply repeat the instruction, calmly and evenly, three times: "Please put away your phone." I can assure you that by the last instruction, the phone will be put away; this technique is magical. Students told me they'd much rather see a teacher use this strategy than waste time arguing with a student.