

**Codex for Key Telos Teaching Terms**

<b>Term</b>	<b>Definition</b>	<b>Examples</b>	<b>How is this tied to my instruction?</b>	<b>How can I develop my skill/understanding?</b>
<b>Sign</b>	Objective evidence that can be observed that would suggest a diagnosis	Teachers report a student with a recent med change have a lower instance of physical restlessness during class time	As a teacher at Telos Academy you are required to observe and report many different signs that are requested by Tx Team	Learn which signs are associated with the common diagnoses at Telos Academy and observe/report on one of them.
<b>Symptom</b>	Self-reported item that a client reports	When Dr. Coates administers a med change, the client reports that he isn't able to sleep as well as before	Often students will report symptoms to you. It is your responsibility to relay these to the proper party.	
<b>Strategy</b>	A strategy is an effective instructional or behavioral practice that is used in normal instruction. Strategies are used frequently in good instruction.	Repetition Instructional diversity Extra practice on a difficult concept Daily written learning objectives on the board Graphic organizers Cooperative group activities Class calendar of assignments and topics Asking several questions to check for comprehension	You should employ as many good strategies as you can in your instruction.	Observe other instructors and identify their best strategies. Brainstorm with another teacher several strategies that can be present when teaching your specific discipline. Order a teacher development book and report back on the strategies it discusses in collaboration
<b>Intervention</b>	Interventions are well researched instructional strategies that supplement the standard curriculum. Interventions often include step-by-step instructions that another person can easily replicate. Interventions are applied to close (content/skills) gaps.	Behavioral Interventions: -Stoplight protocol -Moral Compass -Effective R&P's -Consultant Pattern Instructional Interventions: -Tracking Sheet -Executive Function coaching	Teachers at Telos are employed to assist in administering several behavioral and instructional interventions. While you will not take the lead on many of these, you assist in the daily implementation and practice of several interventions. You are responsible to be familiar with the common interventions and report their effectiveness as you use them in class or observe the students use them	Learn the standard interventions used at Telos Academy and review them with the AM Coordinator. Practice with a student and report back on your experience.
<b>Accommodation</b>	Adjustments to your teaching or procedure to provide a student with access to information or an equal opportunity to demonstrate knowledge and skills. Accommodations are designed to provide equity, not advantage.	Flex Hour Break Room Extended Time Using notes on an assessment Academic consults	Telos Academy offers many standard accommodations. You need to be familiar on how they are administered and track how students respond and receive them.	Discuss with another teacher the most common accommodations they use in their classroom. Consult with Administration on how to best employ
<b>Modifications</b>	Telos Academy occasionally alters the learning expectations for certain students. When you change what a student is expected to learn, it is called a modification. When a student is working modified course content, generally the subject area remains the same. The key difference is the expectations for learning are adjusted.	Honors Track Elite PE Class Decreasing the length of a paper Allowing a student to test out of material Decreasing the question count on a quiz Having a student master lower-lever curriculum rather than the standard -Faster/slower pace of curriculum delivery -Volume of assignments	When you modify the curriculum significantly please document this. Often it needs to be approved by Administration. You are encouraged to make recommendations as to suggested modifications to Academy Administration. Be certain to observe and report the response to any modifications	Discuss with the Academic Director what the different modifications available to you to use are. Research different methods used by teachers in other environments to modify their instruction and assignments.
<b>Forecasting</b>	Explaining the anticipated plan and how things will play out. Keying in the students about the things coming at them that they do not have control over	-Teacher takes a few moments at the beginning of the day to explain the different activities in class that day. -At the end of the class, the teacher reminds the students about the different assignment due dates that they need to be aware of	Best practice for all teachers includes forecasting your class procedures and class activities. Forecast all that is reasonable for Telos students each day.	
<b>Frontloading</b>	Predicting what might happen based on the past history and prompting them to use their volition to choose the most positive path	Wilson, I am about to give you some hard feedback. In the past, you have blown up and punched me in the face. If that happens again, I will have to put you in a hold and you will go on safety. Or you have also listened and accepted what I had to say, and reflected on it. You have the opportunity here to do either one, but I hope you will do the latter.	This practice can be especially useful when you are dealing with frequent misbehavior over time. Use frontloading to help students gain awareness and show progress in their choices to improve their manner.	
<b>Scaffolding</b>	Teaching strategy that promotes an ease in transition to student independence	Irene does intensive modeling of correcting a specific type of grammar error. She reviews the vocabulary relating to that error giving time for the students to see examples again and again. She then distributes guided practice and then another applicative assignment to assess summative competency.	Using scaffolding strategies, teachers can create processing friendly classrooms that help adjust a student to new content and help them feel competent in a natural way. Scaffolding takes more time than more direct instruction, but has significant payoffs.	
<b>SPECIAL EDUCATION Terms</b>				
<b>Fluency</b>	Reading with inflection and flow (speed is a factor). This includes punctuation as well. This is related to your ability to absorb meaning from what you are reading.		To assess fluency, you should listen to a student reading out loud and mark how many mis-cues (or if they have to sound out a word) and track WPM (words per minute). Pay attention to inflection or if they ignore punctuation. Special Educators	
<b>LEARNING DISABILITY</b>				
<b>Learning Disability</b>	Neurological condition impedes the ability to store process and produce information	Most common signs that a person may have a learning disability:  May struggle with reading or math, letter sequences, prefixes, suffixes are struggle, disorganized, can keep up with assignments, poor understanding, difficulty expression, difficulty sustaining, cannot grasp abstract concepts	Be aware of the high frequency of LD in the population and be observant if you see common signs that reoccur with the same	
<b>'Theory of Mind'</b>	Ask Ryan about this			
<b>EXECUTIVE DYSFUNCTION</b>				
<b>Time Management</b>	"The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important." -Producers Path	A student struggles to be time aware, lack of prioritization, poor pacing in a large task or course "I read a page, so I did a good job!" or "I cant possibly do this entire course, its too big" Students taking lots of time on simple or direct tasks. PE: ability to prepare for the day for a long time, dilly-daly  Student anticipates large tasks will take small amounts of time, or vice-versa.	When you notice issues with pacing, ask: "What is difficult for you?"  **Skills to practice "Wearing a watch (timing tasks consistently) timer on your phone/audio tones when "forecasting time and then alert the student when time benchmarks are met (SAT or AP test prompts) "practicing pacing on timed task or estimate what the task will take and then time it and see disconnect "Speed runs "Estimate how long a task will take Tools/Accommodation "Mesh these types with an <b>assignment breakdown sheet</b> and then add a time awareness (caution: this could become a crutch if not used with skill)	
<b>Organization</b>	-Knowing where things are and having structure for your space and materials -System of categorizing things and use of space (physical and mental) -create individualized system	Can't find things Lose materials and assignments Leave things in other Backpack looks like the apocalypse has happened	What systems can I use to help keep students organized? -Folder system that stays in class so the students do not lose it -Dedicated place for a student to stash papers -Written visual reminder of is required/due -Consistent way to store materials (books and supplies) that is managed by the students and teachers -Templates and Rubrics -Writing down assignments in planner -Syllabus -Weekly Planning session/forecast with occasional check-in Multiple types of organizational systems -hierarchies, -organizations Examples of Organizational Systems -Venn Diagram -Quadrants -Workflows -Concept bubble maps -Story mapping Etc.	