



Teacher and Tutor Guide

The Teacher and Tutor Guide provides integral support to teachers and tutors as they work with MyGuide. It provides a clearly organized presentation of MyGuide components, explanations of the program's pedagogy, and explicit directions on how to use MyGuide in a variety of ways.

The Teacher and Tutor Guide is presented in a logical order that covers:

- Introduction to the *MyGuide* Personal Learning Program
- Common Challenges for Teachers
- Getting Students Started
- Flexible Activity Models
- Examination of each standard
- Templates for teachers to monitor progress

The Teacher and Tutor Guide provides in-depth support for implementing the *MyGuide* Personal Learning Program by helping educators:

- Use data to understand students' academic strengths and needs
- Differentiate instruction to meet all students' needs
- Develop students' abilities to be self-directed learners
- Reinforce their own knowledge of the academic content standards

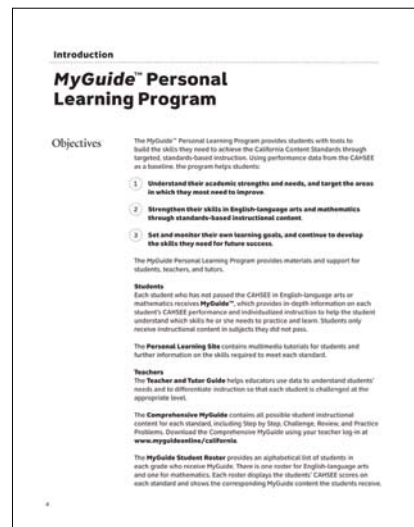
The Teacher and Tutor Guide helps educators use MyGuide to differentiate instruction in response to students' needs.

Program Overview

Each Teacher and Tutor Guide begins with a clear overview of the entire *MyGuide* Personal Learning Program.

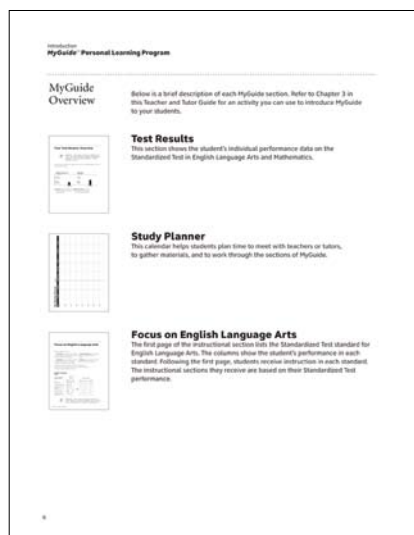
Overview of Objectives

The Teacher and Tutor Guide outlines the program’s guiding principles. This is followed by a list of the tools provided to educators and a detailed explanation of each of the tools. This includes the MyGuide content model and the instructional design of the Personal Learning Site.



MyGuide Overview

In the introduction to the Teacher and Tutor Guide, educators are shown the features of MyGuide with illustrations and descriptions of purpose and use. The overview also contains presentations of the standards covered within MyGuide, which helps educators understand the instructional framework and content model.



Professional Development

Common Challenges for Teachers

Teachers receive professional development information in Common Challenges for Teachers. This chapter provides an in-depth look at the pedagogy behind the *MyGuide* Personal Learning Program.

Common teaching challenges such as differentiating instruction, motivating students, and developing vocabulary are addressed in great detail. Recent findings in educational research are presented alongside recommendations for putting the concepts into practice.

The Common Challenges for Teachers chapter provides educators with research-based strategies and clear steps for implementing those strategies in their everyday instruction.

Special issues within each Common Challenge are emphasized. For example, in this section regarding differentiated instruction, the Teacher and Tutor Guide discusses the importance of considering multiple sources of data when determining the most effective instructional approach.

Implementation support is offered to help educators understand the links between their curriculum, existing instructional initiatives, and the *MyGuide* Personal Learning Program. Additionally, professional development resources are available on the Personal Learning Site, where teachers may download a presentation detailing the use of the program and its underlying principles.

Chapter One
Common Challenges for Teachers

Using Data to Differentiate Instruction

It's easy to recognize that all of your students are different, but it's challenging to differentiate instruction so that every student gets the most out of your lessons. Here are some key principles for differentiating instruction. On the following page, you will find suggestions for using data wisely.

Be flexible
A hallmark of an effective differentiated classroom... is the use of flexible grouping, which accommodates students who are strong in some areas and weaker in others.
Creating flexible groupings of students for instruction of a particular skill is an effective teaching strategy. The students should work in small, mixed groups that vary according to their strengths and needs. For example, a student who needs guidance in one standard may be paired in another.

MyGuide Connection
MyGuide is individualized for each student's unique needs. Students receive instruction in areas where they need to improve and are given additional practice in areas where they have performed well.

Provide scaffolding
Teachers must help students build knowledge and skills they gain for transfer by helping the learner move from modeling to guided practice to independent application.
In order to challenge students successfully, support them at a level just above their current performance. Be sensitive to individual student needs. Then gradually release students to work independently as they gain proficiency with the skill.

MyGuide Connection
MyGuide gives students carefully scaffolded instruction at their performance levels. In addition, the Teacher and Tutor Guide offers scaffolding tips and techniques for teacher-led activities in each standard.

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Chapter One
Common Challenges for Teachers

Use Data Wisely

Each *MyGuide* displays the student's overall test results and subcores for each of the standard. The subcore data provide a snapshot of the student's strengths and needs within a subject. This data can help teachers differentiate instruction.

It is important not to rely too heavily on this subscore data:

- 1 A standardized test alone does not give a holistic, ongoing picture of student learning. Many factors, such as test anxiety or problems at home, can affect how a student performs on a given test day.
- 2 State-level standardized tests are primarily designed to assess a student's overall performance in a subject area. Therefore, standardized subcores are less reliable than overall performance scores.

Keep the following points in mind as you use students' performance data to inform your instruction:

- Students need to build skills and knowledge throughout the subject. During the school year, cover all of the standards in your subject area not just the ones in which students struggled.
- Compare each student's test performance to other performance data, such as classroom assessments, homework, and other activities.

REMEMBER
A standardized test is only one measure of your students' abilities.

✓ If the data are similar, you have a more reliable understanding of the student's abilities in each standard.
✗ If the data are not similar, it is possible that the student needs to improve his or her test-taking skills. It is also possible that he or she had a bad day when taking the test.

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Teaching English Language Learners

The Teacher and Tutor Guide helps educators tailor their instruction to support students with special needs. In particular, the Teacher and Tutor Guide suggests strategies for helping English language learners.

Chapter One
Common Challenges for Teachers

ENGLISH LANGUAGE LEARNERS

Teaching English Language Learners

English Language Learners (ELLs) face the dual challenge of learning English while meeting grade-level content and skills. These students bring a wealth of their own knowledge and experience to every new task. Build on this prior knowledge to create engaging learning activities.

“ Create meaningful contexts for learning

To become a successful reader at a second language, students need appropriate reading instruction that meets their individual language and literacy needs, along with high-quality content. Research by the U.S. Department of Education shows that one of the best ways to help students learn English is to provide them with meaningful content.

The strategies below benefit all students and are particularly helpful for ELLs:

- assess students’ prior knowledge through discussion and introductory activities
- use visuals, graphics, organizers, and objects or props to help students map new concepts onto existing ones.
- set clear goals and model what needs to be accomplished.
- present information in comprehensible chunks.
- give frequent feedback, and
- encourage cooperative group work.

MyGuide Connection

MyGuide creates meaningful contexts in the following ways:

- Through real-world scenarios, MyGuide builds on students’ experiences to bring Standards and Skills to life.
- The Teacher and Tutor Guide provides ELL strategies for each sample item, including suggestions for using objects and props.
- The Personal Learning Site provides interactive multimedia elements which students can manipulate at their own pace.

In addition, the Teacher and Tutor Guide outlines opportunities for feedback, including the templates for Student-Teacher Conferences, and offers practical suggestions for differentiated small group instruction.

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This section provides direction on implementing proven, research-based teaching techniques to support English language learners. Relevant sections of MyGuide are highlighted so that teachers and tutors can easily reference the appropriate content.

Chapter One
Common Challenges for Teachers

“ Focus on building a strong vocabulary

Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school.”
— Thomas A. Urdan, *Building Background Knowledge for Academic Achievement: Research on what works in schools*. Routledge for Teachers and Learners (2006)

It is important for students to learn both academic vocabulary and content-specific vocabulary. Before an assignment, provide academic vocabulary—words that are critical to students’ understanding of instructions, processes, and skills. This might include such words as *analyze*, *synthesize*, and *predictions*. Drawing conclusions, analyzing, and identifying. Then cover such content-based vocabulary as *plot*, *setting*, and *character* in English language arts, and *substitution* and *simplifying expressions* in mathematics.

MyGuide Connection

MyGuide and the Teacher and Tutor Guide highlight content-specific and academic vocabulary for each skill. Students see the selected academic vocabulary with definitions in parentheses after the first use in MyGuide.



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Getting Students Started

The Getting Students Started section of the Teacher and Tutor Guide outlines an activity for introducing MyGuide to students. This interactive activity motivates students to use MyGuide and familiarizes students with all of the features—particularly the individualized content targeted to each student’s performance data. This explicit instructional content is designed for easy implementation and high impact.

Chapter Three
Getting Students Started

Introducing MyGuide™

Materials Needed	
Teacher Materials	Student Materials
Teacher and Tutor Guide	MyGuide™

It is important to offer students a clear introduction to MyGuide. If they understand the book's unique purpose, they will be more motivated to use it. The following activity can help you familiarize students with MyGuide.

Preparation

- 1 Walk through MyGuide and the Teacher and Tutor Guide to make sure that you are familiar with the purpose and organization of both guides.
- 2 Review the Instructional Scenarios in the Appendix of this Teacher and Tutor Guide. Use the scenarios to reflect on how you will incorporate MyGuide into your instruction.

- Will you use MyGuide regularly in your daily or weekly instruction? How much time per week will you dedicate to using MyGuide? Review the MyGuide Instruction section in Chapter 2 of this Teacher and Tutor Guide to get a firm understanding of how MyGuide can be used for group instruction.
- Will you encourage your students' tutors to use MyGuide during tutoring sessions?
- Will you encourage students to work on MyGuide at home? If so, the Study Planner in MyGuide and the Progress Templates in the Appendix of the Teacher and Tutor Guide will be helpful tools to monitor student progress.

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Additional sections of the Teacher and Tutor Guide help instructors use MyGuide to differentiate instruction and build on the pedagogical concepts introduced in the Common Challenges for Teachers section. These include an instructional design model for grouping students as they work on MyGuide and the Personal Learning Site, as well as lesson frameworks that can be applied to each standard in MyGuide.

Chapter Two
Flexible Activity Models

How can students be grouped for each standard?

DIFFERENTIATED INSTRUCTION

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graph TD; A[Whole-Group Introduction  
Approximately 20 minutes] --> B[Differentiated Small Group Work  
Approximately 40 minutes]; B --> C[Group A  
Students with a Step by Step and Challenge in MyGuide]; B --> D[Group B  
Students with only a Challenge in MyGuide]; B --> E[Group C  
Students with a Review in MyGuide];
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Keep in mind that these groups will change for each strand, depending on what students have in MyGuide.

Step One Refer to the MyGuide Student Router to determine which content each student has in MyGuide for the standard you are teaching.

Step Two For the Whole-Group Introduction, use the Flexible Activity Model for the Understanding the Standards Activity, which you will find in this chapter.

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Flexible Activity Models

There is a Flexible Activity Model for each type of instructional content that students may receive in MyGuide (Understanding the Standards, Step by Step, Challenge, Review, Advanced Challenge, and Practice Problems). Lesson plans support implementation of MyGuide in various instructional settings. Each model provides clear steps and suggestions for differentiating instruction to match student needs at both the individual and group levels.

Together with the MyGuide Student Roster, which details student performance, the lessons and activities provided in the Teacher and Tutor Guide and MyGuide form a focused and detailed program. This program ensures that all students receive the support they need to develop skills and master state standards.

