

**Volume**

**1**

## ADVANCED CONCEPTS FOR A BETTER FUTURE

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### A Guide to Building an Accelerated Classroom

“Each student has strengths, weaknesses, hopes, dreams, and desires for a life where they can make a positive impact on the world. Your new mission as a teacher is to go above and beyond the standards set by your state. You must lead the way by creating an engaging, exciting, and happy classroom environment that will be successful from day one. . . You can do this!” –Amie Canter

ADVANCED CONCEPTS FOR A BETTER FUTURE

# **A Guide to Building an Accelerated Classroom**

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## Rebuilding a Solid Foundation

### *Section 1: Turning Classrooms into Communities*

**M**any teachers establish a set of policies, procedures, rules, and consequences that they put in each year no matter how different their students may be. Instead of doing what has been done for years, make a change that will benefit not only your class, but you as a teacher. If you want to establish an organized classroom that promotes the needs of your students, first you must understand your students as individuals. Instead of applying the same standards for each class every year, think about what rules, consequences, procedures, etc. you need to promote a positive environment where learning, not discipline, takes place. Each year you will get a new class full of individual learners that think and act differently. Get to know your students, understand their academic and behavioral needs, and then work with them to establish a plan. Having the desire to truly know your students, and having the willingness to design a plan just for them, is the key to being a successful teacher who teaches a successful classroom.

Once you understand how pivotal it is to understand your students and recognize them as individuals when building the foundations of your classroom, you will become a much happier teacher. You will become a teacher that is refreshed and ready to start a new school year where amazing and exciting learning takes place every day. Allowing your students to participate in the establishment of your core classroom morals and values will promote their eagerness to uphold them. You will be surprised to see how excited your students will become when they realize that their thoughts and feelings are highly valued by their teacher.

Don't think of this as a challenge, think of it as an opportunity! This is your opportunity for a fresh start. Jump off of the hamster wheel and run your own path. Get excited to be a teacher again by creating a new environment every school year that will excite your students. The first step to positive change is being able to admit that you can do things better. No one is perfect and everyone benefits from continued professional development to stay current in education. You can be the change in education by participating in the establishment of a new standard for teachers. Our instructional methods can change to accommodate the needs of today's generation of students. To get there, we must be willing to put in the work required for the greater good of the young minds that sit before us every day.

You can establish a productive classroom with active learning when all students are engaged and excited to learn. Don't feel pressured to constantly maintain control of your classroom by keeping students seated and quiet. Creating an environment that is both educational and fun is possible! As long as you create an engaging lesson that has students participating and learning, you are doing the right thing. Here's what you need to do:

- 1) Establish a learning goal
- 2) Prepare the materials necessary to achieve your goal
- 3) Be confident, animated, and excited during the lesson
- 4) Encourage input from students and hold discussions
- 6) Ask questions along the way to assess understanding
- 7) Use what is learned in a future lesson to strengthen retention

If you follow these 6 simple steps, you will find yourself teaching a group of engaged learners that are excited to participate, are eager to contribute to discussions, and want the learning to continue. You must always remember the following rule when doing anything in your classroom, *know your students as individuals and create an environment based on their needs for success*. If you stick to that rule, you will have an awesome classroom where your students can truly thrive.

# Rebuilding a Solid Foundation

## *Section 2: Behavioral Management*

A classroom that has less behavioral challenges tends to come from an environment where lessons are upbeat, engaging, and based on student's interests. If we look at it from a student's perspective, you can easily understand why. Think about it for a minute, would you want to be trapped in a classroom all day, every day, and do the same mundane tasks? The answer is simple, you wouldn't. Don't let yourself become the teacher that students dread. Be the teacher that parents and students want because they know you will provide the best education for them.

Students should be encouraged to have fun while learning new things. When students are having fun, they aren't going to act out or disrupt the class because they want the learning to continue! In addition to delivering lessons that are fun, animated, and student centered, you should always have positive incentives in place. We as adults work hard to get rewarded. Students should get rewarded when they work hard, too. Giving your students positive feedback always produces better results than constant negative feedback. Keep your behavioral management geared toward lifting students up, not bringing them down. Think about how you react when you get criticized. Even as a mature adult it can be hard to swallow. Now look at it from a child's perspective, it's even harder to suppress urges to react negatively.

An amazing online resource that allows you to maintain an electronic record of student behavior is Classdojo.com. It's not only a great behavioral management tool, but it also allows you to better connect with parents. Other behavioral management methods that I have implemented in addition to Classdojo.com are from [missgiraffesclass.blogspot.com](http://missgiraffesclass.blogspot.com). Miss. Giraffe has a plethora of behavioral management plans so you can pick what works best for your students. I personally have found Miss. Giraffe's blurt bar and blurt beans to be really successful with my students. I've taken the best parts of both plans and made them to fit the needs of my students.

# Rebuilding a Solid Foundation

## *Section 3: Redefining the Role of the Teacher*

**A**s a teacher, you must remember that your ultimate goal is to build independent and successful adults that will make a positive impact on the world. You may feel that you are just a stepping stone along the way, but what you do with your students will have an impact on their future. Whether or not this is a positive or negative impact is up to you. Do you want to be remembered as the teacher that did the minimum required, or do you want to be the teacher that introduced them to their career? The choice is yours.

Before you take the journey to becoming an Accelerated Teacher, think about why you became a teacher. Harness that memory and take control of your classroom. If you commit to becoming an Accelerated Teacher, you will not only create a better learning environment for your students, but you will create a better working environment for yourself. Each student has strengths, weaknesses, hopes, dreams and goals for their future. Your new mission as their teacher is to go above and beyond the standards set by your state. You must lead the way by creating an engaging, exciting, and happy learning environment that will be successful from day one.

Don't let yourself be discouraged by other teachers who aren't ready to make a change. If you know that you are ready to be a leader for positive change in education, then go for it! Be the example that others will follow once they see your success. You can do this! With the support of other Accelerated Teachers, parents, and the community, you will establish an Accelerated Classroom that will be an integral part of a Better Future.

# Rebuilding a Solid Foundation

## *Section 4: Strengthening “At Risk” Students*

**I**n order to better serve students that are struggling to meet grade level proficiency you must first identify who is “at risk”. Truly understanding each students needs for success can only be established through more one on one and small group interactions. If you are going to turn student weaknesses into strengths you must be proactive with providing them goals and interventions. Once you know who is “at risk”, prepare a written goal and intervention plan for identified students, communicate with parents regarding set goals and interventions, and establish a daily routine that will promote positive progress towards set goals. At the beginning of each school year, start with the following:

- 1) Thoroughly examine student academic files and look for IEPs (Individual Education Plan), PEPs (Personalized Educational Plan), 504 Plans, etc.
- 2) Review all pertinent information and reach out to previous teachers (if possible) and find out what methods they found to be successful for that particular student.
- 3) Create a general plan for all at risk students based on the best methods employed during the previous school year. Be ready to be flexible and make changes as needed. Remember, every year is a new year. Students change!
- 4) Update goals and interventions as necessary. The student will need updated goals based on new grade level expectations if they perform below proficiency. Change interventions to meet the needs of the students.
- 5) Maintain regular communication with parents/guardians regarding student progress. This should be documented and occur during regularly scheduled conference.
- 6) Reach out to your team leader or administrator if you are not seeing positive results with your current intervention plan.
  - a) If your school doesn’t have a Student Support Team (SST), you should ask your administrator to start one. This consists of a team of teachers (and administrators) who meet to discuss at risk students and work together to create goals and interventions to best promote student success.

7) Keep all documentation neatly organized by date. All documents should be signed by all parties involved during the meetings and kept in the child's academic/PEP/IEP file.

8) Prepare the file to be passed on to future educators. Having an organized file with detailed progress monitoring reports and assessment results will help the next teacher be successful, too.

Remember that you are establishing a community of learners who all have strengths that can be shared with one another. When it comes to math incorporate more times in your weekly schedule where students have one on one or small group time with you and/or an aide. You can differentiate lessons by rotating students in small group. Follow these steps for a successful math lesson:

- 1) Introduce the learning goal for the day.
- 2) Complete a guided lesson with the class that includes visuals and hands-on practice.
- 3) Allow students time to complete their task independently while you rotate each group until all groups understand their learning goal.
- 4) As students are working, invite each group back one at a time to check on their progress, provide further directions as needed, and check completed questions.
- 5) If you feel that more students have questions while you are working with a small group, allow other students that have mastered the concepts to help those with questions.
- 6) Make sure students understand the learning goal and are focused and engaged.
- 7) Send home a short assignment to reinforce what they learned for the day. This will help bridge the gap between school and home because parents will know their learning goal for the day, see any weaknesses that their child may still have, and help their child further by assisting them as necessary.

With reading, the assessment tool I have found to be most successful is Amplify mCLASS Reading 3D and DIBELS Next. This allows me to assess my students at the beginning, middle and end of the year. This assessment tool has always provided me with accurate results that I can use when preparing daily reading lessons. It also provides parents with a comprehensive report that outlines their accuracy, fluency, comprehension skills, and shows if their child is below, proficient, or has surpassed the grade level goal.

No matter what assessment tool you use, make sure you conduct it at least three times a year to measure growth and track if students are maintaining proficiency. Also, please share this information with parents. Always provide parents with a written report of their child's assessment results, communicate how this correlates with proficiency levels, and make sure they understand if they are "at risk" of not meeting grade level proficiency.

For any students that are considered "at risk" (in reading or math) make sure you have a written plan with goals and interventions. Parents should always receive a copy of this plan and given advice on how they can help at home.

Once all students have been assessed, set up your reading groups according to their reading level. Provide material on their prescribed reading level that will stimulate growth in accuracy, fluency, and comprehension. Follow these steps for a successful reading lesson:

- 1) Students enjoy variety. Group students based on their personal reading level, provide a lesson that will stimulate their desire to read aloud, listen to others read, discuss with the teacher and/or a peer, and have written and oral comprehension questions prepared to check for understanding.
- 2) Rotate between groups and be sure to provide the proper support to students that require intervention and accommodations.
- 3) Have an activity prepared for groups once they complete their reading lesson that will keep them engaged and promote growth towards their reading goals.
- 4) For homework, be sure to send home material (or provide an online resource) that meets the needs of the individual student so they can continue to make growth towards their reading goals.

This is merely one example of how to conduct a reading lesson. However, you plan to conduct your daily lessons, be sure they fit the needs of your students. Try a few different approaches and pick the methods that work best.

The most important thing you are responsible for is promoting student success. What "success" is varies from student to student. For one student, success may be meeting proficiency for their grade level. For others it may be achieving one or more grade levels above expectations. But for students that are considered below proficiency, success is making positive progress towards their learning goals. Students that are far below proficiency will not reach proficiency over night. It takes time, patience, and proactive teachers and parents to help guide students towards their learning goals.

You must be vigilant about identifying at risk students, establishing goals and interventions, progress monitoring frequently, and remember to document all data. Having a proper documentation system will not only protect you, but it will protect the student as they progress in their academic career by ensuring that future teachers are aware of their individual needs. Students shouldn't have to have an IEP to have the right to individualized attention. All students are individuals and as such they deserve their teacher's best.

You must also recognize what true failure is and be ready to make change for the better. Our current education system is in need of a makeover. Our country has a very "square peg in a round hole" mentality. By implementing Advanced Concepts in our classroom we can promote student strengths. A student is only as weak as they believe themselves to be. Remember to tell your students that they are successful every day and you will begin to see a class full of successful students!

Overall, if you apply these methods in your classroom and commit to making a much needed change to our current education system, together we will make a difference!

## Advanced Concepts and Accelerated Teaching

### *How to Establish an Accelerated Classroom*

**N**ow I'm sure you are desperate to know at this point what "Advanced Concepts" are. This is a term I coined to describe subjects taught to elementary level students that are typically kept out of their reach until later in life. Advanced Concepts taught are career driven and help students determine their interests earlier in life.

To begin your first year as an Accelerated Teacher you should do the following:

- 1) Pick a theme for the school year that you are passionate about and will teach with confidence.
- 2) Make sure your community has plenty of resources for you to utilize in addition to your in class lessons.
- 3) Incorporate student interests that are similar to your chosen theme and be flexible with your plan throughout the school year.
- 4) While in class, provide thoughtful lessons that are hands on, exciting, and engaging.
- 5) Assess for retention before moving on to new material.
- 6) Incorporate previously learned information with new material to build connections.
- 7) Have fun with it! Make sure your Advanced Concepts are something that you and your students will love to learn about.

If you are truly driven to improve your instructional techniques and advance your curriculum, you will easily be able to establish this instructional method in your classroom. Not only will you see an increase in student interest, but you will have happy, excited and engaged students that are eager to return to school every day! Your students will take pride in their accomplishments, “wow” you with their ability to learn and retain complex content, and will be thrilled to show off their skills.

If you rebuild your classroom with a solid foundation, you will be able to integrate Advanced Concepts into your class learning goals with success. Though reading and math are a high priority, they shouldn’t be the sole focus of student education. If you truly know and understand your students’ needs, you will be able to use your Advanced Concepts to further sharpen each student’s strengths *while* helping them make positive progress on their personal learning goals.

Students do realize when they have a weakness. Constantly bringing it to their attention through menial work will not bring them to proficiency. Students deserve variety in their education. Through the inclusion of Advanced Concepts in your curriculum, you allow students to harness their strengths, learn more about themselves, and channel how they would like to proceed into the future. Every student has faced challenges in their academic career. This should not impede the development of their adult career. Remember, our job as teachers is to create successful adults.

Overall, not only must you feel confident teaching your Advanced Concepts, but it is vital that your students are interested in learning it. Don’t feel rushed to plan it all ahead. Begin with a general plan but be flexible with how you deliver content throughout the school year. Most importantly, make sure you and your students are having fun while learning. Make fun, engaging, and hands on lessons in class that will keep students coming back for more. Remember to partner with the community by inviting professionals to your class or planning field trips to go beyond the four walls of your classroom.

Here are some Advanced Concepts ideas:

#### 1) Government

Study your community, state, and federal leaders by introducing each role and their purpose. Students enjoy learning about their state’s history and U.S. history. Visit your local Mayor, the





Governor, and visit some nearby government buildings.

### 2) Medicine

Study human anatomy and other sciences related to medicine. Invite or go visit different medical professionals in your community (hospitals and universities make

great field trips!)

### 3) Global Studies

Study the regions of the world by diving deep into culture, religion, mythology, etc. Visit local restaurants, museums, embassies, etc. Teach students how to prepare foods from around the world and make art from different cultures.



### 4) Environmental Studies

Focus on the ecosystems in your area and study native animals and plants. Science museums, university professors, and state/national parks are great resources.

### 5) Community Helpers

This is a great concept for K-1 because it introduces young learners to their community and how we are interdependent.



Students can learn about the people that impact us the most: police, firefighters, medical professionals, government workers, etc. You have a lot of opportunities to embrace your community with this concept. You can invite people to your class or go visit your local post office, hospital, fire

department, museums, parks, etc.

The great thing about Advanced Concepts and Accelerated Teaching is that the possibilities are endless! This is just a glimpse into the myriad of Advanced Concepts you can teach your students.



## Positive Parent Communication

### *Establishing a Positive Connection with Parents*

**B**efore the start of the school year, as you are preparing your classroom, it is very important to know each student's academic history. You must get a firm grasp of any past challenges and any interventions that were used and found successful in previous school years. Prepare yourself to continue any current IEPs, PEPs, or 504 Plans. You must also be ready to establish new goals and interventions once you identify students that are "at risk" of not meeting grade level proficiency.

Once you have created a plan for students' that details their personal learning goals and any interventions necessary to help them make positive progress, you should coordinate a parent-teacher conference. I place high value on face to face conferences regarding student progress, especially when the student is "at risk" of not meeting grade level proficiency. Conferences should always be planned and you should have a prepared conference form to document who attended, what topics were discussed, and any decisions reach and agreed upon by both parties.

During the conference, explaining to parents not only the challenges that their child is facing but highlighting their strengths is necessary to build a positive relationship that will invite continuous communication. Not only should you explain both strengths and weaknesses, but you should also indicate what interventions are necessary at school and at home so their child can begin making positive progress towards their personal learning goals.

As a general education teacher, you should always begin with a PEP (Personalized Educational Plan) if you have any students that are "at risk" of not meeting grade level proficiency. A PEP is the first step to documenting the goals and interventions for students because it helps teachers track progress and adjust goals and interventions as necessary. It also provides parents with security in knowing that their child's teacher is

being proactive. Also, if it is found that the student has needs that a PEP cannot satisfy, you can use your data when discussing your concerns with your administrator.

Parent-Teacher conferences should not be the only method of communication though. I have found that parents feel more connected with the classroom when communicated with regularly. Emailing parents on a daily/weekly basis is very beneficial in that it allows you to clearly communicate homework expectations, remind parents of upcoming quizzes/tests, field trips, and early release/no school days. As both a public and private school teacher, I have always communicated at a high volume with parents through email. I can honestly say that this is a very effective way to communicate with parents and allows you to maintain an electronic record of communication.

Classdojo.com is a wonderful resource that allows parents to connect with the classroom. If you aren't familiar with this behavioral tool, you should definitely check it out. It is a great way for parents to always be "in the know" regarding their child's behavior. They can download an app that alerts them whenever their child has earned or lost a point for specific behaviors. You can also use the site as a method of messaging parents and posting class/field trips photos.

In the end, establishing a positive partnership with parents from the very beginning is key to a successful (and happy) school year. When parents know that you are there to advocate for their child and truly care, they are more willing to respond positively to you (in good times and bad). Parents also get more excited and involved in the classroom when they know you are giving their child your best. So be your best for yourself, your students, and their parents!

## A New Generation of Students

### *Section 1: Mastering Advanced Concepts*

**M**oving beyond the basics, we can now dive into examining state standards for student learning. Each state obviously has its own ideas and agenda regarding standards for learning. I, however, have found that my students are capable and eager to learn beyond the minimum requirements. Even though students' academic abilities may vary, differentiating your instructional methods, not just for general subjects, but for your Advanced Concept is possible.



You can be much more flexible with your method of presenting Advanced Concepts lessons and how you assess students for understanding. I have personally seen my students thrive on Advanced Concepts and rise to the challenge by embracing complex material and competing for the highest achievement. Students are eager to master the content and be able to apply their knowledge in class and on field trips. They love to see the surprise on adults' faces when they are astonished by their knowledge of such advanced material.

When students are interested in the content, they are more willing to put the time in necessary to study and master the material. They are excited to earn the A+ and shock people with their intellect. Students establish a sense of pride in their accomplishments and their class because they know they are doing much more than the average classroom.

You too will have a great sense of pride in the accomplishment of your students and will feel pride in yourself for giving your students your



best. Free yourself from the confines of the traditional classroom. Be a leader in a change for the better. Take control of what you teach and how you teach it by doing what is best for your students. Be confident and know that you are doing right by your students and yourself.

# A New Generation of Students

## *Section 2: Turning Strengths into Success*

**B**y giving the appropriate amount of attention to student weaknesses and offering them Advanced Concepts, students will blossom more than you could imagine. Students deserve to know the importance of what they are learning in school. By introducing students to Advanced Concepts and integrating it into your current curriculum, students will see first-hand how they will use their knowledge in the real world. When you show a student how successful they can be by reminding them that they are successful every day, they will become successful! Success is a state of mind.



Everyone has a different idea of what success means. Let your students decide what success is to them by enhancing the curriculum offered to them. Expose them to more than the state standards and allow them to participate in the development of class learning goals.

So now you must ask yourself, what is student failure? Is student failure when they can't pass the end of year state test? Is failure when they can't



pass math or reading? You must first recognize what real failure is. Real failure is when we as the teacher give up on our students. When the teacher gives up on the student, the student will give up on themselves. You must never fail your students. You must remember that all

students are individuals that have strengths and weaknesses, and that's okay! It's how you approach those strengths and weaknesses that will determine how the student will develop into adulthood. Remember, our ultimate goal is to turn students into successful adults that will make a positive impact on the world. You may just be a stepping stone along the way, but each step a student takes could change the direction they go.

# A New Generation of Students

## *Section 3: Alternative Testing*

So how do we measure how much students have learned? The answer is both simple and complex. You must keep in mind that students are individual learners that have their own strengths, weaknesses, and personal goals. Not all students test successfully using the same testing methods. You must first know your students as individuals and provide a method of testing that will produce accurate results. Yes, this can be challenging when you have a large class, but it is possible! There are different ways to conduct assessments and determining what is best for your students will build a happier environment where all students feel included.

Developing assessments that produce accurate results of student learning is a constant challenge in education. How can we as teachers do something about this in the classroom? You can take control of this by



being more flexible in your testing methods. Every test doesn't have to be paper and pencil. Tests can be oral, computer generated, written or

discussion based. Tests don't always have to be obvious to students either. For many students, testing can be a stressful event that alters the outcome of their results. Assessing students during lessons is a great way to measure whether the learning goal was met and relieves students of the pressure of testing.

Now let's think about state tests for a minute. There is so much pressure on teachers when it comes to state testing results. All students are expected to perform to a set standard, and if they don't, the teacher is often blamed. Why is it that we expect students to perform the same way? We must accept that students are individuals that have different strengths and weaknesses. Individualism amongst all students should be embraced and all students should be celebrated for their individual growth.

We need to change the way we develop, deliver, and assess learning goals. Try to think about it from the student's perspective. It is really stressful to prepare for state exams (or any test in general), it's even harder on them to complete them, and then there's the anxiety associated with not meeting the standard. When a student feels like a failure, this changes their personal image and alters their hopes and dreams. We must focus on their personal goals through instructional methods that drive their future to success and steer away from our current focus and value of testing results.

Overall, if at the end of each day you can tell yourself that you did everything in your power to advocate for the best for your students, you are doing a great job.

# Testimonials

“Mrs. Canter’s “Advanced Concepts for a Better Future” is an amazing program. Over the past three years that I have had the pleasure of meeting and working with her students, I have been impressed at the tremendous strides they have made in their *own* education! They make



decisions about what they learn, whether the building blocks for studying government or learning about basic science concepts that underlie medicine. These students are *excited* about learning and absorb the material because they are interested and find it relevant. I wish a

program like this existed when my child was in elementary school—I can’t imagine the intellectual, social, and leadership gains she would have made.”

-Dr. Leanna Giancarlo (Assistant Chemistry Professor, UMW)

"Advanced Concepts for a Better Future should *definitely* be integrated into every elementary school classroom. Mrs. Canter’s educational leadership and passion will bring teachers of all experience levels together for a positive change. I fully support her movement to ensure high quality education is a priority for every student."

-Dr. Sarah Miller (TeacherReady, UWF/StuderEducation)

“I’m impressed, and remain at awe with Mrs. Canter’s foresight in developing an Advance Concepts curriculum. My six-year granddaughter, Marlee, first spoke to me about her desire to be in Mrs. Canter’s class while still in kindergarten. She remains excited about learning in a new way. Marlee is currently engaged with advanced courses most her age do not receive. I believe this puts Marlee at an advantage for future opportunities of continuing learning. The inclusion of Latin has enlightened her to the origin of words and how these words translate to our current English language. The science/biology included Mrs. Canter’s curriculum is an expansion of information,



testing and with actual application. Student learning combines all five senses ensuring a more comprehensive understanding of area or topic assigned. Lastly, the children are taught respect for self, humanity and environment.”

-Mrs. Rita Treadwell

“After meeting with Mrs. Canter, we learned about the Advanced Concept course that she provided and were sold. I was thoroughly impressed with her enthusiasm and commitment to the Advanced Concept curriculum and the rewards that the exposure would provide the students. Our daughter started her first year at the private school division of Merit and has soared in the Advanced Concept course. The course has become one of her favorite sections and the wealth of knowledge that she has been taught will be with her forever. Our family and friends are always asking us what school she goes to as they are amazed at the information that she knows all through what



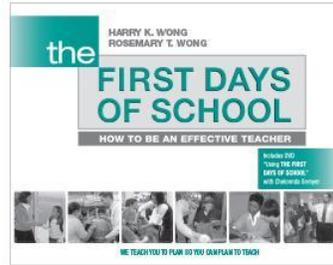
she has learned from Merit. Although book knowledge is important, exposing a child to the actual environments in which the knowledge can be applied provides a greater benefit. An example of

this can be shown through the variety of student trips that Mrs. Canter has arranged such as the Stafford Hospital Tour. Another aspect that is provided through the extended classroom learning trips is mentorship by the students at University of Mary Washington that assist the students with their labs. The Advanced Concept idea introduced by Mrs. Canter is amazing and I sincerely hope that this idea will transcend across all classrooms. This school year has surpassed all of our expectations and I am sincerely thankful for the hard work and dedication that Mrs. Canter gives on a consistent basis. Shaping and molding children into tomorrow's leaders is a tremendous responsibility and we have been honored to have Mrs. Canter lead our daughter on that path.”

-Mrs. Toni Lawson

# Resources

Here are some great resources that you can consider when building your Accelerated Classroom.



Dr. Harry and Rosemary Wong are amazing leaders in education who have developed a great method to utilize when establishing your procedures and effective teaching methods. Below is their website. You can purchase their book, “The First Days of School” from most major retailers.

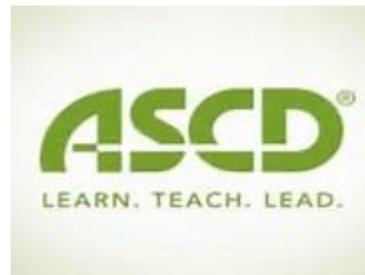
<http://www.effectiveteaching.com/>



An amazing behavioral management tool that has had a positive impact on my students is: <https://www.classdojo.com/>

For more information on differentiated instruction and how it can benefit your students, you can visit [www.ascd.org](http://www.ascd.org) or go to the direct link

<http://www.ascd.org/research-a-topic/differentiated-instruction/resources.aspx>



Some online resources that have been beneficial to my class are <https://www.brainpop.com/> , <https://jr.brainpop.com/> , and <https://www.reflexmath.com/> .

I have been very pleased with the quality of consumable textbooks available through Pearson. Since all of the activities are imbedded in the book, I don't have to make copies.



<http://www.pearsonschool.com/>