



# Research-Based Practices & Grade Level Standards Guide

July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort

# WHY GYTO?

Our Get Your Teach On Leadership and Content Development team has worked to create an engaging and transformational educator professional development experience that aligns directly to the needs of schools and teachers across the country by helping educators develop consistent best instructional practices and processes from start to finish to accelerate student learning. These evidence and research-based best practices, strategies, and techniques will directly impact overall educator effectiveness and student achievement, transforming instruction and student learning like never before.

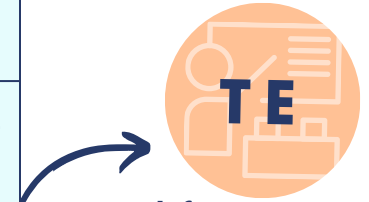


## BUILDING THE TRANSFORMATIVE TEACHER

**Developing Consistent Best Instructional Practices and Processes from Start to Finish to Completely Transform Your School**

<b>PLANNING &amp; PREPARATION</b>	Intentional and meaningful planning, using specific grade level content standards and high-quality instructional materials that address the needs of all learners and support mastery of learning goals.
<b>THE LEARNING ENVIRONMENT</b>	Creates and maintains a collaborative, safe, efficient, and effective learning environment that supports each student's diverse needs and promotes recognition of student's diverse personal experiences to build relationships of trust within the classroom.
<b>BEST INSTRUCTIONAL PRACTICES</b>	Implementation of evidence and research-based best instructional strategies and techniques to accelerate student learning, growth, and achievement through rigorous and consistent instruction, including opportunities for problem solving, critical and creative thinking, meaningful and purposeful discourse, and high-impact instructional delivery.
<b>STUDENT ACCOUNTABILITY &amp; ENGAGEMENT</b>	Builds engaging, intentional, and rigorous learning experiences through setting high expectations and consistency within instructional practices that requires all students to take ownership of and be held accountable for their individual learning.
<b>DATA &amp; PROGRESS MONITORING</b>	Continually monitors and analyzes student learning and progress towards mastery of learning goals for all students using a variety of progress monitoring and assessment techniques to make immediate instructional decisions that support student growth and acceleration.
<b>TEACHER EFFECTIVENESS</b>	Develops strong foundational teaching practices and commitments that support best practices and professional growth through consistent reflection of professional practices to support student learning, development, and achievement at a high level.

Get Your Teach On sessions are intentionally selected for attendees to experience the full professional development experience. Each session is hands-on, interactive, collaborative, and allows time for teachers to take what they've learned and apply it to their specific grade level standards or content area. Sessions are structured to meet the needs of all learners in classrooms, modeling best practices for direct and immediate implementation in classrooms.



**Look for Best Practices Stickers for each session!**



**PRE-K**

**Research-Based Practices &  
Grade Level Standards**

**July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort**

# Pre-K Track Research Based Practices:



Our goal is to continually provide teachers with high-impact, research-based, best instructional practices, shown in action with a high level of student engagement to see true results with students. Each GYTO session is developed on the foundation of proven research based strategies within education. The following research is embedded into all sessions following the GYTO Instructional Model for Best Instructional Practices and Student Engagement.

## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL PRE- K EMBEDDED RESEARCH:**

Alstot, Andrew & Alstot, Crystal (2015). Behavior Management: Examining the Functions of Behavior

Carazo, Mariana (2021). Handwriting Development Through Developmentally Appropriate Practices from Age 2-5

Fuson, K.C., D.H. Clements, & J. Sarama. (2015). Making Early Math Education Work for All Children

Gold, J., & Gibson, A. (2001). Reading aloud to build comprehension. Reading Rockets.

Griffin, Kim (2019). Five Essential Motor Skills for Handwriting Success

Graham, Steve (2013). Best Practices in Writing Instruction

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Journal of Physical Therapy Science (2018). The Effects of Fine Motor Skills on Handwriting Legibility in Preschool Aged Children

Kaplan, Sandra (2021). Differentiated Curriculum and Instruction for Advanced and Gifted Learners

NAEYC (National Association for the Education of Young Children). (2020). "Developmentally Appropriate Practice."

Newton, E., Padak, N. D., & Rasinski, T. V. (2008). Evidence-based instruction in reading: A professional development guide to vocabulary.

Stanley, Todd (2020). Promoting Rigor Through Higher Level Questioning

Watkins, K. H. (2023). In Their Own Words: A Case Study Utilizing Wordless Picture Books as Mentor Text in Writing Workshop With Young Multilingual Writers.

**+ MORE**

# Pre-K Track Grade Level Standards:

Each Get Your Teach On session is intentionally designed on a foundation of providing educators and leaders with research-based, best instructional practices to accelerate student learning and truly transform instruction. Grade level tracks are specifically created to provide educators with a meaningful journey of instruction and learning with integration of specific PreK-8 grade level standards throughout the conference experience. This ensures that each session not only meets the needs of grade-level teachers, but is immediately applicable to their daily practice. GYTO sessions will feature a variety of essential content standards in all subject areas as well as best practices and research-based strategies and techniques that can be directly applied to any grade level standard, skill, or concept. The standards listed below are some key highlights of the grade level standards integrated into your Nationals 2024 track. To learn more about the GYTO Instructional Model and specific research for sessions, please visit [getyourteachon.com](http://getyourteachon.com).

## **Reading:**

CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## **Writing:**

CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. Name the topic and supply information.

CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.W.1.1.A Print all upper- and lowercase letters.

## **Speaking and Listening:**

CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.

## **Mathematics Standards:**

### **Counting and Cardinality:**

CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities. Connect counting to cardinality.

### **Operations and Algebraic Thinking:**

CCSS.MATH.CONTENT.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10.

CCSS.MATH.CONTENT.K.OA.A.5 Fluently add and subtract within 5.

## **Phonics and Word Recognition:**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Count, pronounce, blend, and segment syllables in spoken words.

+ **MORE**



**KINDERGARTEN**

**Research-Based Practices &  
Grade Level Standards**

**July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort**

# Kindergarten Track Research Based Practices:



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## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL KINDERGARTEN EMBEDDED RESEARCH:**

Alstot, Andrew & Alstot, Crystal (2015). Behavior Management: Examining the Functions of Behavior

Carazo, Mariana (2021). Handwriting Development Through Developmentally Appropriate Practices

Chen, W. (2017). Learning arithmetic word problem structure with a picture combination application

Fisher, Douglas Frey, Nancy Hattie, John (2016). Visible Learning for Literacy

Fuson, K.C., D.H. Clements, & J. Sarama. (2015). Making Early Math Education Work for All Children

Gold, J., & Gibson, A. (2001). Reading aloud to build comprehension. Reading Rockets.

Griffin, Kim (2019). Essential Motor Skills for Handwriting Success

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Kaplan, Sandra (2021). Differentiated Curriculum and Instruction for Advanced and Gifted Learners

Lan Chan, Winnie Wai (2021). Pathways to word problem solving: The mediating roles of schema construction and mathematical vocabulary

National Association for the Education of Young Children (2020).

Newton, E., Padak, N. D., & Rasinski, T. V. (2008). Evidence-based instruction in reading: A professional development guide to vocabulary.

Sigüeza, Terri (2005). Using Graphic Organizers with ELLs

Stanley, Todd (2020). Promoting Rigor Through Higher Level Questioning

Watkins, K. H. (2023). In Their Own Words: A Case Study Utilizing Wordless Picture Books as Mentor Text in Writing Workshop With Young Multilingual Writers.

+ **MORE**

# Kindergarten Track Grade Level Standards:

Each Get Your Teach On session is intentionally designed on a foundation of providing educators and leaders with research-based, best instructional practices to accelerate student learning and truly transform instruction. Grade level tracks are specifically created to provide educators with a meaningful journey of instruction and learning with integration of specific PreK-8 grade level standards throughout the conference experience. This ensures that each session not only meets the needs of grade-level teachers, but is immediately applicable to their daily practice. GYTO sessions will feature a variety of essential content standards in all subject areas as well as best practices and research-based strategies and techniques that can be directly applied to any grade level standard, skill, or concept. The standards listed below are some key highlights of the grade level standards integrated into your Nationals 2024 track. To learn more about the GYTO Instructional Model and specific research for sessions, please visit [getyourteachon.com](http://getyourteachon.com).

Writing:

- CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. Name the topic and supply some information.
- CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.

Reading:

- CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions to seek help, get information, or clarify something not understood.
- CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Phonological Awareness:

- CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition:

- CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency:

- CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.

**Mathematics Standards:**

Counting and Cardinality:

- CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities. Connect counting to cardinality.

Operations and Algebraic Thinking:

- CCSS.MATH.CONTENT.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, using objects or drawings to represent the problem.
- CCSS.MATH.CONTENT.K.OA.A.5 Fluently add and subtract within 5.

Number and Operations in Base Ten:

- CCSS.MATH.CONTENT.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, using objects or drawings. Record each composition or decomposition by a drawing or equation.





**FIRST GRADE**

**Research-Based Practices &  
Grade Level Standards**

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# First Grade Track Research Based Practices:



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## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL FIRST GRADE EMBEDDED RESEARCH:**

Alstot, Andrew & Alstot, Crystal (2015). Behavior Management: Examining the Functions of Behavior

Carazo, Mariana (2021). Handwriting Development Through Developmentally Appropriate Practices

Fisher, Douglas Frey, Nancy Hattie, John (2016). Visible Learning for Literacy

Gold, J., & Gibson, A. (2001). Reading aloud to build comprehension. Reading Rockets.

Graham, Steve (2013). Best Practices in Writing Instruction

Griffin, Kim (2019) Five Essential Motor Skills for Handwriting Success

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Kaplan, Sandra (2021). Differentiated Curriculum and Instruction for Advanced and Gifted Learners

Lan Chan, Winnie Wai (2021). Pathways to word problem solving: The mediating roles of schema construction and mathematical vocabulary

National Association for the Education of Young Children (2020). Developmentally Appropriate Practice.

Newton, E., Padak, N. D., & Rasinski, T. V. (2008). Evidence-based instruction in reading: A professional development guide to vocabulary.

Sandberg, Harriet Frances. (2009). Get Moving! The Effects of Music and Movement on Student Attention and Engagement

Stanley, Todd (2020). Promoting Rigor Through Higher Level Questioning

Watkins, K. H. (2023). In Their Own Words: A Case Study Utilizing Wordless Picture Books as Mentor Text in Writing Workshop With Young Multilingual Writers.

**+ MORE**

# First Grade Track Grade Level Standards:

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## 1st Grade English Language Arts Standards:

### Writing:

- CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Language:

- CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.
- CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

### Reading:

- CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Phonics and Word Recognition:

- CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

### Fluency:

- CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

### Mathematics Standards:

#### Operations & Algebraic Thinking

CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

#### Number & Operations in Base Ten

CCSS.MATH.CONTENT.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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**SECOND GRADE**

**Research-Based Practices &  
Grade Level Standards**

**July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort**

# Second Grade Track Research Based Practices:



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## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL SECOND GRADE EMBEDDED RESEARCH:**

Alstot, Andrew & Alstot, Crystal (2015). Behavior Management: Examining the Functions of Behavior

Eide, Denise (2012). Uncovering the Logic of English

Fisher, Douglas Frey, Nancy Hattie, John (2016). Visible Learning for Literacy

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Kaplan, Sandra (2021). Differentiated Curriculum and Instruction for Advanced and Gifted Learners

Lan Chan, Winnie Wai (2021). Pathways to word problem solving: The mediating roles of schema construction and mathematical vocabulary

Sandberg, Harriet Frances. (2009). Get Moving! The Effects of Music and Movement on Student Attention and Engagement

Siguez, Terri (2005). Using Graphic Organizers with ELLs

Stanley, Todd (2020). Promoting Rigor Through Higher Level Questioning

Yonchai, P. (2023). The Development of the Blended Learning Model Using Rotating Stations

Zwiers, J. & Crawford, M. (2011). Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding

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# Second Grade Track Grade Level Standards:

Each Get Your Teach On session is intentionally designed on a foundation of providing educators and leaders with research-based, best instructional practices to accelerate student learning and truly transform instruction. Grade level tracks are specifically created to provide educators with a meaningful journey of instruction and learning with integration of specific PreK-8 grade level standards throughout the conference experience. This ensures that each session not only meets the needs of grade-level teachers, but is immediately applicable to their daily practice. GYTO sessions will feature a variety of essential content standards in all subject areas as well as best practices and research-based strategies and techniques that can be directly applied to any grade level standard, skill, or concept. The standards listed below are some key highlights of the grade level standards integrated into your Nationals 2024 track. To learn more about the GYTO Instructional Model and specific research for sessions, please visit [getyourteachon.com](http://getyourteachon.com).

## Writing:

- Write opinion pieces:
  - Introduce the topic or book they are writing about.
  - State an opinion.
  - Supply reasons that support the opinion.
  - Use linking words (e.g., because, and, also) to connect opinion and reasons.
  - Provide a concluding statement or section.
- Write informative/explanatory texts:
  - Introduce a topic.
  - Use facts and definitions to develop points.
  - Provide a concluding statement or section.
- Write narratives:
  - Recount a well-elaborated event or short sequence of events.
  - Include details to describe actions, thoughts, and feelings.
  - Use temporal words to signal event order.
  - Provide a sense of closure.

## Reading:

- CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.
- CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

## Language:

- Conventions of Standard English:
  - CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Vocabulary Acquisition and Use:
  - CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

## Math:

### CCSS Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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**3-5 GENERAL**

**Research-Based Practices &  
Grade Level Standards**

**July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort**

# 3-5 General Track Research Based Practices:



Our goal is to continually provide teachers with high-impact, research-based, best instructional practices, shown in action with a high level of student engagement to see true results with students. Each GYTO session is developed on the foundation of proven research based strategies within education. The following research is embedded into all sessions following the GYTO Instructional Model for Best Instructional Practices and Student Engagement.

## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL 3-5 GENERAL TRACK EMBEDDED RESEARCH:**

Carpenter, Thomas P.; Fennema, Elizabeth; Franke, Megan Loef; Levi, Linda; Empson, Susan B. (2000). Cognitively Guided Instruction: A Research-Based Teacher Professional Development Program for Elementary School Mathematics.

Fisher, Douglas Frey, Nancy Hattie, John (2016). Visible Learning for Literacy

Harris, Karen Ed.D. & Graham, Steve Ed.D. (2007). Powerful Writing Strategies for All Students

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Lesh, R. & Doerr, H. M. (2003). Foundations of a models and modeling perspective on mathematics teaching, learning and problem solving.

Martel, Chelsea and Cavanaugh, Brian (2016). Preventing and Responding to Student Escalation: Combining De-Escalation Strategies and Function-Based Support

Marzano, Robert (2001). Classroom Instruction That Works

Sandberg, Harriet Frances. (2009). Get Moving! The Effects of Music and Movement on Student Attention and Engagement

Stanley, Todd (2020). Promoting Rigor Through Higher Level Questioning

Tominey, Shauna L. Ph.D. & O'Bryon, Elisabeth C. Ph.D. (2017). Strategies That Support Young Dual Language Learners

Zwiers, J. & Crawford, M. (2011). Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding

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# 3-5 General Track Grade Level Standards:

Each Get Your Teach On session is intentionally designed on a foundation of providing educators and leaders with research-based, best instructional practices to accelerate student learning and truly transform instruction. Grade level tracks are specifically created to provide educators with a meaningful journey of instruction and learning with integration of specific PreK-8 grade level standards throughout the conference experience. This ensures that each session not only meets the needs of grade-level teachers, but is immediately applicable to their daily practice. GYTO sessions will feature a variety of essential content standards in all subject areas as well as best practices and research-based strategies and techniques that can be directly applied to any grade level standard, skill, or concept. The standards listed below are some key highlights of the grade level standards integrated into your Nationals 2024 track. To learn more about the GYTO Instructional Model and specific research for sessions, please visit [getyourteachon.com](http://getyourteachon.com).

## Mathematics Standards:

### 3rd Grade:

- 3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies.
- CCSS.MATH.CONTENT.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

### 4th Grade:

- 4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity.
- CCSS.MATH.CONTENT.4.NBT- Generalize place value understanding for multi-digit whole numbers.
- CCSS.MATH.CONTENT.4.NBT- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### 5th Grade:

- CCSS.MATH.CONTENT.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- CCSS.MATH.CONTENT.5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

\*5th Grade Computation Standards.

## English Language Arts Standards:

### Writing Standards:

#### 3rd Grade:

- CCSS.ELA-LITERACY.W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-LITERACY.W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### 4th Grade:

- CCSS.ELA-LITERACY.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### 5th Grade:

- CCSS.ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Reading Standards:

#### 3rd Grade:

- CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.
- CCSS.ELA-LITERACY.RF.3.3.B Decode words with common Latin suffixes.
- CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.
- CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### 4th Grade:

- CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### 5th Grade:

- CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

+ **MORE**



**3-6 ELA**

**Research-Based Practices &  
Grade Level Standards**

**July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort**

# 3-6 ELA Track Research Based Practices:



Our goal is to continually provide teachers with high-impact, research-based, best instructional practices, shown in action with a high level of student engagement to see true results with students. Each GYTO session is developed on the foundation of proven research based strategies within education. The following research is embedded into all sessions following the GYTO Instructional Model for Best Instructional Practices and Student Engagement.

## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL 3-6 ELA EMBEDDED RESEARCH:**

Beck, E. (2002). Bringing Words to Life: Robust Vocabulary Instruction

Denton, Paula (2015). The Power of Our Words: Teacher language that helps children learn

Fisher, Douglas Frey, Nancy Hattie, John (2016). Visible Learning for Literacy

Fountas, Irene & Pinnell, Gay Su (2012). Teaching with Fiction and Nonfiction Books Illustrated Edition

Harris, Karen Ed.D. & Graham, Steve Ed.D. (2007). Powerful Writing Strategies for All Students

Harvey, Stephanie & Goudvis, Anne (2017). Strategies That Work: Teaching Comprehension for Engagement, Understanding, and Building Knowledge

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Martel, Chelsea and Cavanaugh, Brian (2016). Preventing and Responding to Student Escalation: Combining De-Escalation Strategies and Function-Based Support

McGregor, Tanny (2013). Genre Connections: Lessons to Launch Literary and Nonfiction Texts

Santangelo, T., & Olinghouse, N. G. (2009). Effective writing instruction for students who have writing difficulties.

Sigueza, Terri (2005). Using Graphic Organizers with ELLs

Son, Lisa et al. (2020). Metacognition: How to Improve Student's Reflections on Learning

Swanborn, M. S. & Glopper K. D. (1999). Incidental word learning while reading: A meta-analysis

Tominey, Shauna L. Ph.D. & O'Bryon, Elisabeth C. Ph.D. (2017). Title: 45 Strategies That Support Young Dual Language Learners

Van Cleave, W. (2019). Morphology Matters

Zwiers, J. & Crawford, M. (2011). Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding

+ **MORE**

# 3-6 ELA Track Grade Level Standards:

Each Get Your Teach On session is intentionally designed on a foundation of providing educators and leaders with research-based, best instructional practices to accelerate student learning and truly transform instruction. Grade level tracks are specifically created to provide educators with a meaningful journey of instruction and learning with integration of specific PreK-8 grade level standards throughout the conference experience. This ensures that each session not only meets the needs of grade-level teachers, but is immediately applicable to their daily practice. GYTO sessions will feature a variety of essential content standards in all subject areas as well as best practices and research-based strategies and techniques that can be directly applied to any grade level standard, skill, or concept. The standards listed below are some key highlights of the grade level standards integrated into your Nationals 2024 track. To learn more about the GYTO Instructional Model and specific research for sessions, please visit [getyourteachon.com](http://getyourteachon.com).

## Writing Standards:

### 3rd Grade:

- CCSS.ELA-LITERACY.W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-LITERACY.W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- CCSS.ELA-LITERACY.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### 4th Grade:

- CCSS.ELA-LITERACY.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### 5th Grade:

- CCSS.ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Language Standards:

- CCSS.ELA-LITERACY.L.3.4/4.4/5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3/4/5 reading and content, choosing flexibly from an array of strategies.
- CCSS.ELA-LITERACY.L.3.4.A/4.4A/5.4A: Use sentence-level context as a clue to the meaning of a word or phrase.

## Reading Standards:

### Compare and Contrast Texts:

- CCSS.ELA-LITERACY.RI.3.9, 4.9, 5.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- CCSS.ELA-LITERACY.RL.3.9, 4.9, 5.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- CCSS.ELA-LITERACY.RF.3.3, 4.3, 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.3.3.A, 4.3A, 5.3A Identify and know the meaning of the most common prefixes and derivational suffixes.
- CCSS.ELA-LITERACY.RF.3.3.B Decode words with common Latin suffixes.
- CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.
- CCSS.ELA-LITERACY.RF.3.4, 4.4, 5.4 Read with sufficient accuracy and fluency to support comprehension.

### Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RI.3.10, 4.10, 5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

+MORE



**3-6 MATH**

**Research-Based Practices &  
Grade Level Standards**

**July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort**

# 3-6 Math Track Research Based Practices:



Our goal is to continually provide teachers with high-impact, research-based, best instructional practices, shown in action with a high level of student engagement to see true results with students. Each GYTO session is developed on the foundation of proven research based strategies within education. The following research is embedded into all sessions following the GYTO Instructional Model for Best Instructional Practices and Student Engagement.

## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL 3-6 MATH EMBEDDED RESEARCH:**

Bernardo, Allan B.I (2006). Overcoming Obstacles to Understanding and Solving Word Problems in Mathematics

Bush, S., Dougherty, B., Karp, K (2021). The Math Pact: Achieving Instructional Coherence Within and Across Grades

Carpenter, Thomas P.; Fennema, Elizabeth; Franke, Megan Loef; Levi, Linda; Empson, Susan B. (2000). Cognitively Guided Instruction: A Research-Based Teacher Professional Development Program for Elementary School Mathematics.

Dempsey, Kathleen (2009). Using Writing in Mathematics to Deepen Student Learning

Draper, Debbie (2012). Comprehension Strategies applied to Mathematics.

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Lesh, R. & Doerr, H. M. (2003). Foundations of a models and modeling perspective on mathematics teaching, learning and problem solving.

Martel, Chelsea and Cavanaugh, Brian (2016). Preventing and Responding to Student Escalation: Combining De-Escalation Strategies and Function-Based Support

Marzano, Robert (2001). Classroom Instruction That Works

National Council of Teachers of Mathematics (2020). Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations

Sandberg, Harriet Frances. (2009). Get Moving! The Effects of Music and Movement on Student Attention

Sawchuk, Stephan (2023). What is Math Fact Fluency and How Does It Develop?

Zwiers, J. & Crawford, M. (2011). Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding

**+MORE**

# 3-6 Math Track Grade Level Standards:

Each Get Your Teach On session is intentionally designed on a foundation of providing educators and leaders with research-based, best instructional practices to accelerate student learning and truly transform instruction. Grade level tracks are specifically created to provide educators with a meaningful journey of instruction and learning with integration of specific PreK-8 grade level standards throughout the conference experience. This ensures that each session not only meets the needs of grade-level teachers, but is immediately applicable to their daily practice. GYTO sessions will feature a variety of essential content standards in all subject areas as well as best practices and research-based strategies and techniques that can be directly applied to any grade level standard, skill, or concept. The standards listed below are some key highlights of the grade level standards integrated into your Nationals 2024 track. To learn more about the GYTO Instructional Model and specific research for sessions, please visit [getyourteachon.com](http://getyourteachon.com).

## Computation Standards:

### 3rd Grade:

- CCSS.MATH.CONTENT.3.OA.D.8:
  - Solve two-step word problems using the four operations.
  - Represent these problems using equations with a letter standing for the unknown quantity.
  - Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

### 4th Grade:

- CCSS.MATH.CONTENT.4.OA.A.3:
  - Solve multistep word problems posed with whole numbers and having whole-number answers.
  - Represent these problems using equations with a letter standing for the unknown quantity.
  - Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

### 5th -6th Grade:

- CCSS.MATH.CONTENT.5.NBT.B.7
  - Add, subtract, multiply, and divide decimals to hundredths.
  - Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

## Fraction Standards:

### 3rd, 4th, and 5th Grades (Multiple Fraction Standards):

- CCSS.MATH.CONTENT.3.NF:
- CCSS.MATH.CONTENT.4.NF:
- CCSS.MATH.CONTENT.5.NF:
  - These domains include multiple fraction standards within each grade level, covering concepts such as understanding fractions as numbers, comparing and ordering fractions, adding and subtracting fractions, multiplying fractions by whole numbers, and dividing whole numbers by unit fractions.

## Standards for Mathematical Practice:

- CCSS.MATH.PRACTICE.MP1: Make sense of problems and persevere in solving them - ALL GRADE LEVELS
- CCSS.MATH.PRACTICE.MP5: Use appropriate tools strategically - ALL GRADE LEVELS
- CCSS.MATH.PRACTICE.MP6: Attend to precision - ALL GRADE LEVELS
  - These practices emphasize problem-solving skills, strategic tool use, and attention to precision, aligning with various grade levels.

## Additional Practices and Standards:

- CCSS.MATH.CONTENT.4.NBT: Generalize place value understanding for multi-digit whole numbers.
  - Use place value understanding and properties of operations to perform multi-digit arithmetic.
- CCSS.MATH.CONTENT.3.OA: Represent and solve problems involving multiplication and division.
  - Determine unknown whole numbers in multiplication or division equations relating three whole numbers.
- CCSS.MATH.CONTENT.4.OA: Gain familiarity with factors and multiples.
  - Find all factor pairs for a whole number in the range 1–100.
  - Recognize that a whole number is a multiple of each of its factors.
  - Determine whether a given whole number in the range 1–100 is prime or composite.

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**MIDDLE**

**Research-Based Practices**

July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort



# Middle School Track Research Based Practices:



Our goal is to continually provide teachers with high-impact, research-based, best instructional practices, shown in action with a high level of student engagement to see true results with students. Each GYTO session is developed on the foundation of proven research based strategies within education. The following research is embedded into all sessions following the GYTO Instructional Model for Best Instructional Practices and Student Engagement.

## Best Instructional Practices Foundational Research Pre K-12

- Hattie, John (2012) Effect Sizes Related to Student Achievement
- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

In addition to the cited research above regarding overall best instructional practices, our GYTO presenters continue to integrate and include rigorous, content-specific research into their individual sessions, addressing grade level standards PreK-12. This ensures that each session is specific and meets the needs of those grade-level teachers. The research below is integrated and embedded into your specific grade level sessions.

## **ADDITIONAL MIDDLE SCHOOL EMBEDDED RESEARCH:**

Denton, Paula (2015). The Power of Our Words: Teacher language that helps children learn

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Lesh, R. & Doerr, H. M. (2003). Foundations of a models and modeling perspective on mathematics teaching, learning and problem solving.

Martel, Chelsea and Cavanaugh, Brian (2016). Preventing and Responding to Student Escalation: Combining De-Escalation Strategies and Function-Based Support

Marzano, Robert (2001). Classroom Instruction That Works

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach.

Son, Lisa et al. (2020). Metacognition: How to Improve Student's Reflections on Learning

Sprick, Jessica (2021). CHAMPS: A proactive & positive approach to classroom management

Ulusoy, Mustafa and Dedeoglu, Hakan (2011). Content Area Reading and Writing

U.S. Department of Education, Office of Educational Technology (2023). Artificial Intelligence and Future of Teaching and Learning

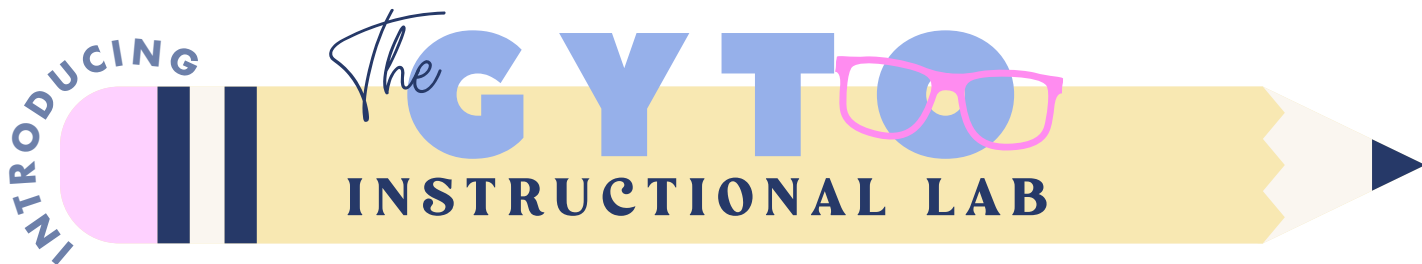
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**INSTRUCTIONAL LAB**

**Research-Based Practices**

**July 21-24, 2024 | Orlando, FL | Gaylord Palms Resort**



Introducing the groundbreaking GYTO Instruction Lab, a revolutionary conference track designed exclusively for educators seeking to unlock the true potential of their classrooms through Best Instructional Practices. Whether you're a new teacher, a seasoned veteran, or an instructional coach, this immersive experience is tailored to elevate your teaching game and propel your students toward unprecedented academic success.

In the GYTO Instructional Lab, we recognize the transformative power of effective teaching methods and their ability to shape student outcomes regardless of the curriculum in use. This track is your passport to a comprehensive exploration of proven instructional strategies that transcend subject matter, curricular frameworks, and district initiatives. This track is less about any specific standard and more about how we can find success for our learners with ANY and ALL standards.

Embark on a unique adventure as we guide you through the intricacies of instructional excellence, empowering you to seamlessly integrate best practices into your daily teaching routine. Whether you're teaching from a basal reading program or fully immersed in the science of reading, or working from a diverse set of standards and district initiatives, our expert facilitators will provide you with the tools and insights needed to set your classroom and learners on a trajectory of continuous academic growth and success.

The GYTO Instructional Lab is not just another conference track; it's a dynamic learning experience that equips you with the knowledge and skills to navigate the evolving landscape of education. Get ready to fully unleash the potential of your teaching, refine your instructional techniques, and discover the powerful potential of any curriculum.

Join us on this unparalleled journey through the GYTO Learning Lab – an opportunity open to all educators ready to immerse themselves in the art and science of best instructional practices. Get ready to revolutionize your teaching and witness the transformative impact on your students' achievements. Your best results await in the GYTO Instruction Lab!

## 1 THE INSTRUCTIONAL TEACHER

DEVELOPING SYSTEMS FOR BEST INSTRUCTIONAL PRACTICES

THE INSTRUCTIONAL LEADER with Hope King

CRAFTING EFFECTIVE MINI LESSONS with LANESHA TABB

GAMETIME DATA with CHRIS POMBONYO

BUILDING YOUR DREAM TEAM WITH AMELIA CAPOTOSTA & LIZ SHERMAN

DAY

## 2 STUDENT ENGAGEMENT & ACCOUNTABILITY

SPEAK, LISTEN, LEAD! with JOANNE MILLER

SET THE STAGE TO ENGAGE with HOPE AND WADE KING

CRAFTING CRAVEABLE LESSONS with BRITTANY HEGE

A SPECIAL KEYNOTE

DAY

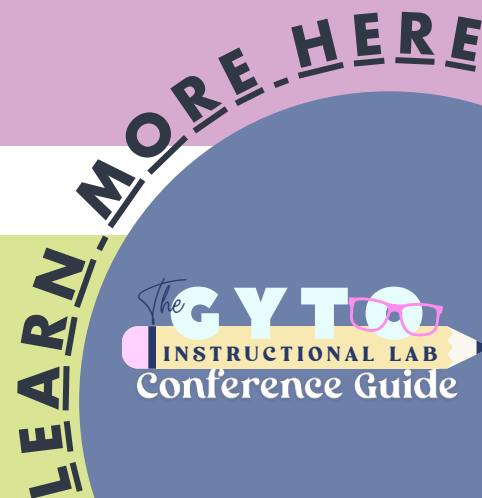
## 3 CLASSROOM MANAGEMENT

MISSION MOTIVATION with CHRIS POMBONYO

CHEERS AND CHANTS CHAMPIONS with ASHLEY SCHROEDER

DE-ESCALATING STUDENTS IN CRISIS with REBEKAH POE

FROM MANAGEMENT TO METACOGNITION with SHANE SAEED



# Instructional Lab Research Based Practices:



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- Learning Sciences International Applied Research Center
- Marzano, Robert (2007, 2017)
- Wong, H. K., & Wong, R. T. (2009)
- Fuchs, D., & Fuchs, L. S. (2006)

## Student Engagement Foundational Research Pre K-12

- Dyer, K. (2015)
- Csikszentmihalyi, M. (2008)
- Sousa, D. A. (2016). Engaging the rewired brain.
- Toth, M. D. & Sousa, D. A. (2019). Achieving social, emotional, and cognitive learning in every classroom through academic teaming

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## **ADDITIONAL INSTRUCTIONAL LAB EMBEDDED RESEARCH:**

Carpenter, Thomas P.; Fennema, Elizabeth; Franke, Megan Loef; Levi, Linda; Empson, Susan B. (2000). Cognitively Guided Instruction: A Research-Based Teacher Professional Development Program for Elementary School Mathematics.

Fisher, Douglas Frey, Nancy Hattie, John (2016), Visible Learning for Literacy

Harris, Karen Ed.D. & Graham, Steve Ed.D. (2007). Powerful Writing Strategies for All Students

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Hattie, John (2017). Hattie's Updated List of Factors Related to Student Achievement: Influences & Effect Sizes

Lesh, R. & Doerr, H. M. (2003). Foundations of a models and modeling perspective on mathematics teaching, learning and problem solving.

Sandberg, Harriet Frances. (2009). Get Moving! The Effects of Music and Movement on Student Attention and Engagement

Son, Lisa et al. (2020). Metacognition: How to Improve Student's Reflections on Learning

Sprick, Jessica (2021). CHAMPS: A proactive & positive approach to classroom management

Tominey, Shauna L. Ph.D. & O'Bryon, Elisabeth C. Ph.D. (2017). Strategies That Support Young Dual Language Learners

Stanley, Todd (2020). Promoting Rigor Through Higher Level Questioning

Zwiers, J. & Crawford, M. (2011). Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding

+ **MORE**



Are you a

**SCHOOL LEADER**

**COACH**

**ADMINISTRATOR**

**WANT A DEEP  
DIVE INTO  
INSTRUCTIONAL  
LEADERSHIP?**

Check this out..

GET YOUR TEACH ON'S

# LEAD ON

## THE INSTRUCTIONAL LEADER

Welcome to the Lead On track at the Get Your Teach on National Conference, where this year's theme revolves around "The Instructional Leader." With a year of intense immersion in schools across the nation, engaging directly with state, district, and building leaders, one clear realization emerged — successful schools are propelled by instructional leaders. This year, our Lead On track is meticulously crafted with a deliberate focus on the lens of instructional leadership, offering three incredible days for leaders like you to immerse yourself in transformative experiences.

**Day 1: Leadership** - On the first day of the conference, we delve into the essence of leadership. We explore the qualities that make an instructional leader effective, encouraging attendees to dream big and translate those dreams into actionable plans.

**Day 2: Coaching** - The second day shifts the spotlight to coaching, a pivotal aspect of instructional leadership. Participants will gain insights into effective coaching strategies, empowering them to guide and inspire their teams toward excellence.

**Day 3: Instruction** - On the final day, the focus turns to instruction itself. Attendees will explore key instructional shifts that can create a lasting impact on student learning outcomes.

After these three dynamic days, we have no doubt that you will leave with a concrete action plan to accelerate your school campus like never before. The Lead On track at the Get Your Teach on National Conference is not just a conference; it's a transformative experience designed to empower instructional leaders to lead with vision, coach with excellence, and drive instructional shifts for lasting impact.

1

### LEADERSHIP:

BECOMING A DREAMER AND A DOER

**BECOMING A DREAMER AND A DOER** WITH WADE HING

**CREATING A CULTURE OF EXCELLENCE** WITH DR. HEVIN BLACH

**THE INSTRUCTIONAL LEADER** WITH HOPE HING

**ACT LIKE A LEADER THINK LIKE A TEACHER** WITH HAYWARD JEAN

DAY

2

### COACHING:

THE INSTRUCTIONAL LEADER

**LET'S GET VERTICAL** WITH AMELIA CAPOTOSTA AND LANESHA TABB

**MOVES TO MONITOR & MOVE TEACHERS** WITH CHRIS POMBOYO

**INSTRUCTIONAL SYSTEMS FOR GROWTH**

**CRAFTING MEANINGFUL PD** WITH HOPE HING & CHRIS POMBOYO

DAY

3

### INSTRUCTION:

INSTRUCTIONAL SHIFTS FOR IMPACT

**DE-ESCALATING STUDENTS IN CRISIS** WITH REBEHAH POE

**A SPECIAL LEADERSHIP KEYNOTE** WITH STEVE SPANGLER

**MASTERING THE SCIENCE OF READING**

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LEAD ON  
CONFERENCE GUIDE



# SEE YOU IN ORLANDO!

## FOUR DAYS OF CONTENT

Four days filled with research-based workshops that will guide you in creating rigorous and engaging lessons all year long.

## INSPIRING KEYNOTES

Keynote presentations from influential educators and motivational speakers that will leave you more inspired than ever to head back into your classrooms and create educational magic!

## HANDS ON WORKSHOPS

Training specific for your position from some of today's top educators and administrators who are experts at their craft with strategies that can be implemented the very next day!

## GYTO PRE-GAME CELEBRATION

The Education Celebration of the Year kicks off the conference on Sunday night! This is a party you don't want to miss!

## FREE SWAG

Swag that will make you want to bring an extra suitcase! Not to mention all the free goodies from our sponsors!

## CERTIFICATE FOR 24 PD HOURS

Each attendee receives a professional development certificate for 24 hours of quality professional development over the conference's four days!

## GYTO 4-DAY ALL ACCESS PASS: \$629

Register now with just a deposit! Final payment won't be due until May 2024!

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