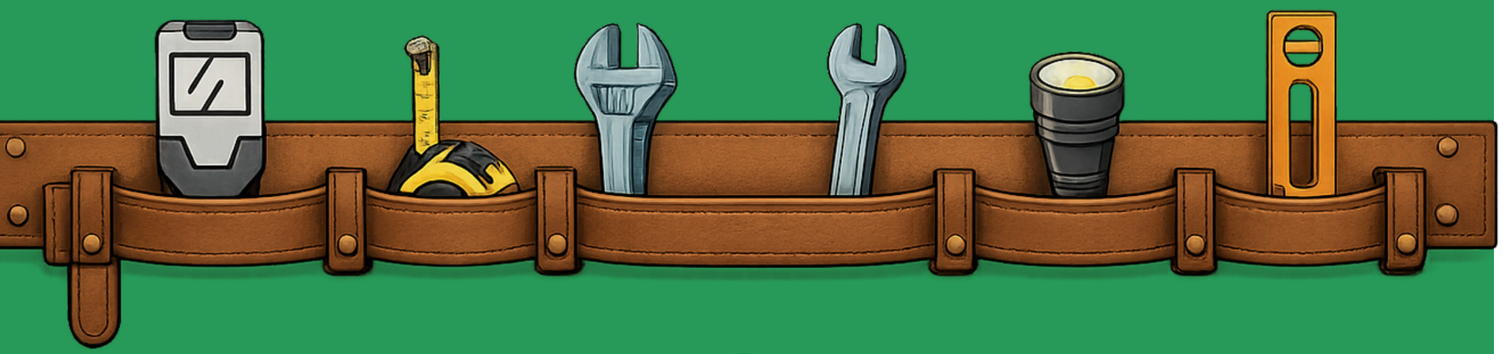


EmPOWER Every Learner

Jodi Christopoulos, M.Ed.

Curriculum Specialist
K-12 Special Ed & Intervention
C& I Department

christopoulosj@pearlandisd.org

Before the "Bell"

- Sign in (legibly)
- Grab a Handout
- Sit near your content peeps
- Signed up for your Choice Sessions?

Professional Practices

- Stay present (Focus word: Check)
- Keep a growth mindset
- Participate meaningfully
- Transition quickly (Countdown)

Your Toolbelt

- Add one.
- Dust one off.
- Look at one differently.
- Think transfer & collaboration

Hand Signals



I agree



I have a different point of view



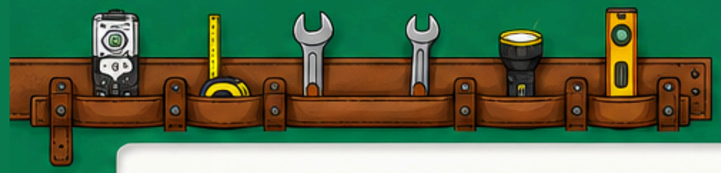
I ‘d like to build on that idea



I have a question



I can paraphrase that idea



EmPOWER Every Learner

CONTENT OBJECTIVE:

We will **examine** the EmPOWER Framework and **reflect** on instructional leaks to intentionally **design** for more meaningful **access** for students.

EXAMINE → REFLECT → NOTICE BARRIERS → DESIGN ACCESS

LANGUAGE OBJECTIVE:

We will **record**, **discuss**, and **share** ideas about **instructional barriers** and purposefully **design** through **collaborative conversations** and **written responses**.

RECORD → DISCUSS → SHARE → DESIGN

Big things often have ***small*** *beginnings.*
Atomic Habits

Today isn't about overhauling your practice.
It's about being true to ourselves &
finding our one atomic shift...
the 1% adjustment that compounds.

BUILD PEARLAND *Proud.*

Handout Side 1

EmP.O.W.E.R. Every Learner

The EmP.O.W.E.R. Instructional Tools | Time Invested = Time Saved



P — Preteaching & Prior Knowledge

Stud Finder:

Locate knowledge to connect & anchor new learning, build a base through preteaching

Why? Preteaching scaffolds by removing barriers. Activating prior knowledge helps students connect new information to existing schemas so new learning forms & sticks.

Builds Entry Points & Surfaces Misconceptions

- ☐ Consistently
- ☐ Sometimes
- ☐ Rarely/Never

O — Organize into Chunks

Measuring Tape:

Intentionally organize learning into chunks to reduce cognitive load & increase retention outcomes

Why? Chunking scaffolds learning by preventing working-memory overload, plus it allows struggling learners to process, retain, & apply learning one step at a time.

Protects Working Memory

- ☐ Consistently
- ☐ Sometimes
- ☐ Rarely/Never

W — Work together: Guided Practice

Wrench:

Rehearsing through guided practice (i.e. "we do" & "y'all do") allows for monitoring & adjusting

Why? Guided practice scaffolds learning by sharing the cognitive load, struggling learners receive more opportunities for supported success before they work independently.

Shares Cognitive Load

- ☐ Consistently
- ☐ Sometimes
- ☐ Rarely/Never

E — Explicit Think Alouds

Flashlight:

Illuminate the *why* of your thinking, shine a light on the metacognitive process & tasks

Why? Think-alouds scaffold by making the thought process visible, which helps struggling learners know how to approach, reason, & adjust their thinking.

Models the Invisible Thinking

- ☐ Consistently
- ☐ Sometimes
- ☐ Rarely/Never

R — Randomization & Response

Level:

Level the playing field with equitable thinking time & building a culture of response by all.

Why? All-learner response structures scaffold engagement by ensuring ***all*** learners stay engaged and accountable for thinking, learning, & responding.

Holds All Learners Accountable

- ☐ Consistently
- ☐ Sometimes
- ☐ Rarely/Never

Tool	*My key takeaways...*	*How could I use this to strengthen a lesson?*
P T		
P K		
O		
W		
E		
R		

Handout Side 2

EmPOWER Sketch Notes

Practical tools. Intentional planning. **Stronger instruction.**

Design it well.
TEACH IT WELL.
Elevate learning for every learner.

SCAN ME!
Access the **EmPOWER** Padlet of ideas & resources.

Why redesign?

How are designers and educators similar in the way they design?

I'm Stealing This! ☆

MY EmPOWER. TOOL BELT



PRIOR KNOWLEDGE (STUD FINDER)	PRETEACHING (STUD FINDER)	ORGANIZE INTO CHUNKS (MEASURING TAPE)	WORK TOGETHER (WRENCH)	EXPLICIT THINK-ALOUDS (FLASHLIGHT)	RANDOMIZATION & RESPONSE (LEVEL)
What knowledge, experiences, or misconceptions should I uncover?	What barrier(s) can I remove before learning begins?	Where can I reduce cognitive load?	Where will students need guided practice before working independently?	What thinking should I make visible?	How will I ensure every learner thinks and responds?



INSTRUCTIONAL LEAKS TO TIGHTEN

1. 2. 3.

☆ MY EmPOWER SHIFT

ONE SMALL SHIFT CAN MAKE A BIG DIFFERENCE!

LIFT
pearlandisd.org/Lift
Jodi Christopoulos
christopoulosj@pearlandisd.org

THE EmP.O.W.E.R. INSTRUCTIONAL TOOLS | **TIME INVESTED = TIME SAVED**

Find the full strategy pages on the Lift (above) or for quick access: Scan or **click** here.

EmPOWER Every Learner

If it already works... why redesign it?

- Doors → Automatic, Revolving
- Toasters → Skinny, Smart
- Faucets → Touchless, Pull-away handles
- Doorbells→ Video, Motion-Activated





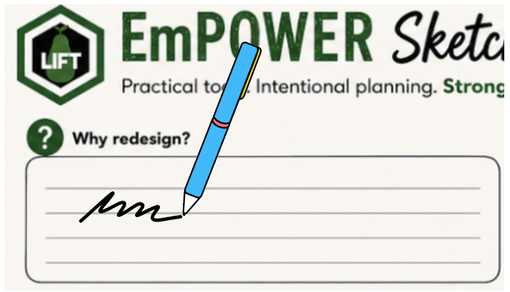


Sentence Stem:

Although the purpose remained the same, the *redesign* improved access by...

Sentence Frame:

Before, people had to _____. Now they can _____ more easily because it was *redesign*ed.



Prior Knowledge

EmPOWER Every Learner

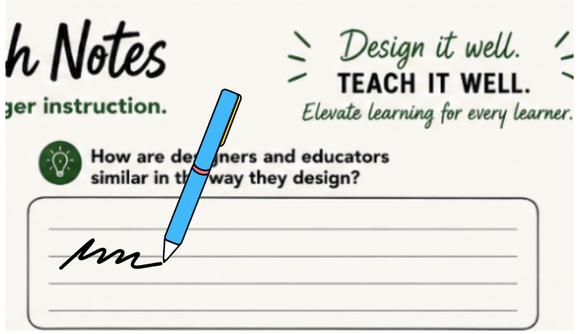
How are designers & educators similar in the way they design?

Sentence Stem:

The designers and educators are similar because they intentionally...

Sentence Frame:

Just like the designer made it easier to use, educators make learning easier to access by _____ while keeping the learning target the same.







Randomize & Respond

Think • Ink • Pair • Share

EmPOWER Every Learner

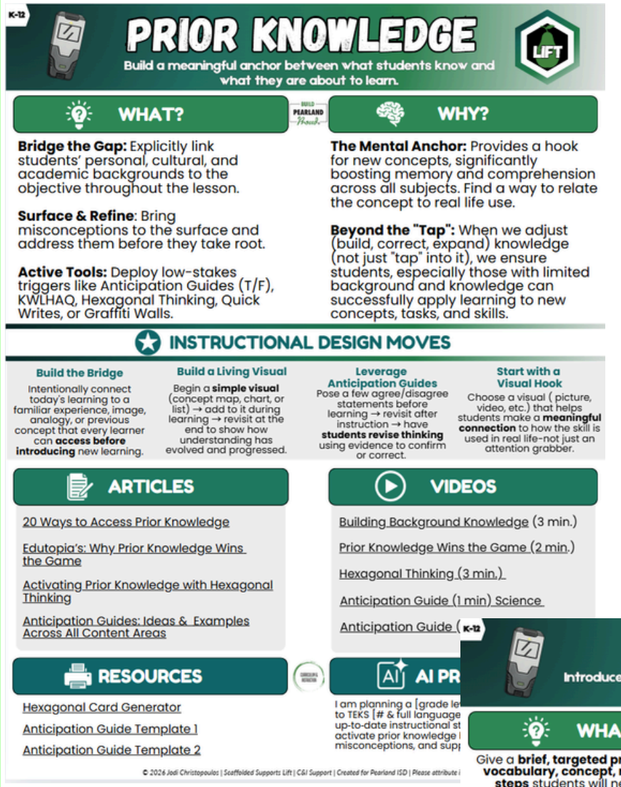
Prior Knowledge & Pre-Teaching

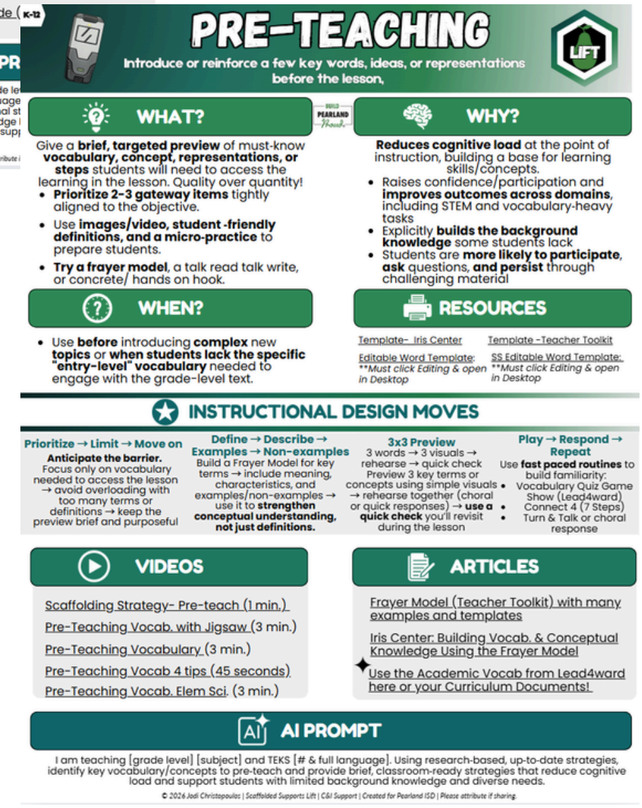


Stud Finder:

Locate knowledge to connect & anchor new learning and build a base through preteaching

Why? Preteaching scaffolds by removing barriers. Activating prior knowledge helps students connect new information to existing schemas so new learning forms & sticks.





EmPOWER Every Learner

Prior Knowledge



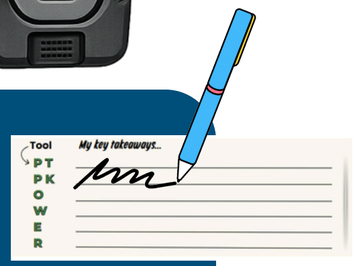
Instructional Leak

- Asking: Remember when you learned...Who has heard of...?
- A nod or hand raise becomes our evidence
- Only a few students reveal their thinking
- Assuming all students have the same shared experiences

The Shift

- Think & Ink / Head & Lead/ Entry Ticket/ Anticipation Guides
- Retrieval Practice
- Structured conversations like QSSSA
- Deciding when to build in background knowledge

Key Takeaways



- Compliance doesn't equal comprehension.
- Familiarity does not equal understanding.
- Surface, don't just tap.
- Surface ***evidence*** *before adding new learning*

EmPOWER Every Learner

Pre-Teaching



Instructional Leak

- Too many unfamiliar words arrive during learning
- New language has nothing familiar to anchor to
- Words are explained without visuals, examples, non- examples.

The Shift

- Identify and introduce the “gateway items”
- Preteach only the most essential vocabulary, concepts, & /or skills
- Connect new words to familiar ideas
- Show don’t tell- by using drawings, pictures, video & give students something to refer to



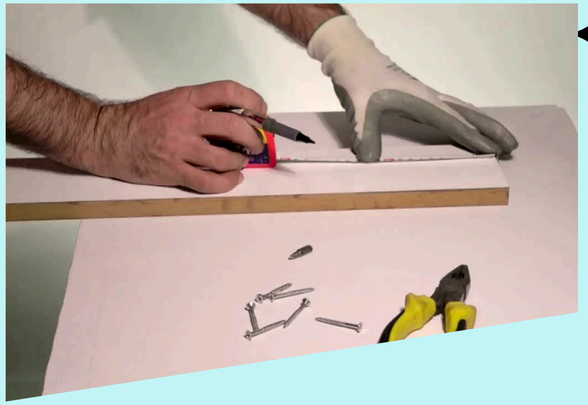
Key Takeaways

- Gateway items ONLY! Be discerning.
- Be proactive, not reactive.
- Small investments prevent larger misconceptions and can reduce the need for later clarification or reteaching..

EmPOWER Every Learner

Organize into Chunks





Measuring Tape:

Intentionally organize learning into chunks to reduce cognitive load & increase retention outcomes

Why? Chunking scaffolds learning by preventing working-memory overload, plus it allows struggling learners to process, retain, & apply learning one step at a time.

K-12

CHUNKING

Organizing tasks into small, sequenced steps with just enough information, allows students to focus on one clear move at a time.

LIFT

WHAT?

Chunking is designing your lesson so learning is delivered in manageable pieces, one clear idea at a time, to allow processing.

- **Focus the Segment:** Present learning in short, manageable pieces rather than long blocks.
- **Cut the Noise:** Limit extra details so learners stay focused on the core objective.
- **Process Time:** Build in brief moments to think, talk, write, or check between segments.

BUILD PEARLAND Proud.

WHY?

By **controlling how much novel information hits working memory** at once, chunking reduces cognitive load and frees attention for meaning-making and next-step transfer.

- **Especially effective when content is complex & for learners with less prior knowledge** (novices/strugglers) because smaller, sequenced pieces give them space to process now and apply later
- **Prevents overload:** Frequent pauses for processing reduce confusion, frustration, and disengagement

WHEN?

- **During complex/new learning:** When information may overwhelm working memory
- For **key pauses:** After each chunk, add processing, talk, checks, or brain shifts
- **For support:** Especially for novices or when breaks are needed, or confusion occurs

RESOURCES

Cognitive Shifts Menu

Focus Resets Menu

Movement Breaks Menu

INSTRUCTIONAL DESIGN MOVES

Chunk by time:
Break the lesson into short segments with built-in pauses **for processing time**, quick checks, brief discussion, cognitive shifts, movement breaks, or focus resets depending on student needs.

Chunk by structure:
Organize related ideas, limiting steps at one time, or group similar problems that use the same strategy or pattern. Using the explicit instruction naturally chunks the structure of lessons.

Chunk by text/content:
Divide reading, tasks, or procedures into sections, stages, events, or numbered steps. Using a graphic organizer or allow time to illustrate in between each part **enhances recall**.

Chunk materials/layout:
Reducing the visual load can **enhance focus & limit distractions or overwhelm**. Cover with a blank paper/notecard, or cut into physical pieces. OR Color code (visual cue)the chunk.

ARTICLES

Accommodation Central: Chunking
*Check out the video in the middle of the article!

Pearson: Unlocking the power of chunking: Reducing cognitive load

Chunking in Education: A Simple & Effective Guide for Teachers

VIDEOS

Chunking Lessons to Increase Attention (2 min.)

4 Ways to Break Up Lectures (3 min.)

Chunking: Learning Technique for Better Memory (3 min.)

AI PROMPT

I am teaching [grade level] [subject] and focusing on TEKS [# & full language].Using research-based instructional practices, suggest practical ways to chunk instruction (time, content, visuals, or task structure), including what students do after each chunk & how to check understanding before moving on.

AI IDEAS

- **Napkin** (all content): turns text into visuals or cloze-style notes to support chunking and processing
- **Brisk Teaching** (math): creates step-by-step models, worked examples, & scaffolded practice
- **MagicSchool:** Summarizer/Leveler: breaks text into smaller chunks for access, 7-12: Quiz Me / Question Generator: builds quick checks between chunks

© 2026 Jodi Christopoulos | Scaffolded Supports Lift | C&I Support | Created for Pearland ISD | Please attribute if sharing.

EmPOWER Every Learner

Organize into Chunks

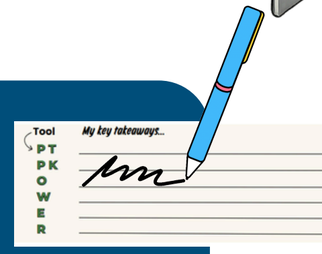


Instructional Leak

- Too much lecture or new information at once
- Pausing the lecture but not requiring an active processing move or quick check for understanding.
- Complex info. without time to process
- Too much info. (materials) given at one time

The Shift

- Chunk the content by using lesson structure, instructional model and also within each of the components.
- Pause for processing
- Embedded quick checks for understanding + student discourse
- Color code, cut, or adapt how much is presented or given

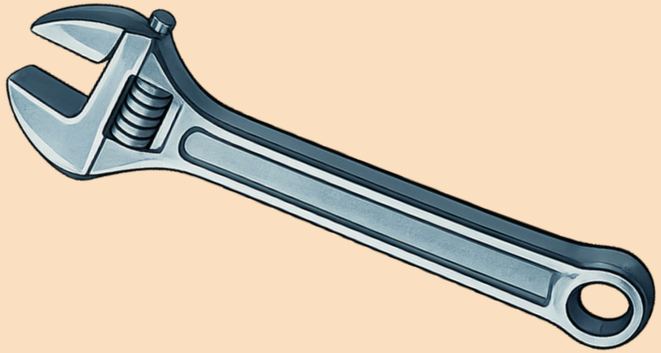


Key Takeaways

- Input benefits from Output: After each meaningful chunk, give learners a micro-action:
- WRITE • TALK • SKETCH • SOLVE • RETRIEVE
- Working memory is limited
- Less at once = More opportunity to process
- Break up the task... not the rigor

EmPOWER Every Learner

Work it Together



Wrench:

Rehearse through guided practice (i.e. “we do” & “y’all do”) while you monitor & adjust

Why? Guided practice scaffolds learning by sharing the cognitive load, struggling learners receive more opportunities for supported success before they work independently.

K-12

WORK TOGETHER

Guided Practice provides rehearsal with you (“we do”) and peers (“y’all do”), letting you monitor, adjust instruction, & know when to gradually release support.

LIFT

WHAT?

A **cruical element** of explicit instruction is **guided practice**: the **“we do”** & the **“y’all do.”** After the teacher models, it’s important to **gradually release responsibility** to the learners.

Brain science shows that this is where learning **moves from acquiring to consolidation** of learning.

This part is also where teachers use quick formative checks to **decide whether to prompt, re-model, re-teach, or release to independence.**

BUILD PEARLAND Proud

WHY?

- Guided practice **shares the cognitive load**, allowing students to focus on understanding the process rather than guessing their way through a task.
- It **surfaces misunderstandings early**, when they are easiest to correct, and builds accurate, supported practice before independence, critical for struggling learners and novices.
- Because learning isn’t linear, **effective instruction moves back and forth between modeling and guiding** based on what students show they understand.

WHEN? (to extend or return to)

- The skills are **new** and/or **complex**
- Likely to / are still making predictable errors
- You are checking for understanding (CFU) to release to independence or reteach
- The learners have had limited experience, background knowledge, or prior success in it

RESOURCES

Cooperative Learning Ideas (Y’all Do)

Rehearsal and Practice- Lead4ward Instructional Strategies Playlist

Hierarchy of Cueing and Prompting

INSTRUCTIONAL DESIGN MOVES

GROW your Lessons

Help yourself remember the keys to explicit instruction:
- **G**oal- (Clear objectives)
- **R**eveal & Model (I do)
- **O**pportunity to Practice
- **W**ITH Responses & Feedback

Scaffold with Purpose

Design lesson support:
Front End: Support before- Graphic Org./Chunking
Distributed: During learning- cues/prompts
Back End: after task- Planned feedback, Mnemonics to aid recall

Prompt -don’t Tell
High-Moderate-Low support

Cues(*nudge thinking*): “What’s the first step?”
Prompts(*direct help*): “Look at the example-what do you notice here?”
Model: “Let me show you this part…”

Protect Productive Struggle

Don’t rescue, don’t move on to another student-require a response with thinking help!
-**Wait** & Protect think time!
-**Teach**: What to say instead of: “I don’t know”
-**Celebrate mistakes** as an aid to the learning process.

ARTICLES

Principles of Instruction

The Role of Cognition in the GRR Model

Revisiting the Rules of GRR

Flipping the I do, we do, you do in Science

LiftEd Newsletter on Scaffolding

VIDEOS

Scaffolding and Explicit Instruction (4 min.)

The Gradual Release Method- “We do” (1 min.)

The Gradual Release of Resp. (go to 6:55- 10:15)

Scaffolding in Education (4 min)

Worked Examples to Improve Learning (3 min.)

Watch Video Half- way down the article (5 min)

What to say instead of I don’t know (go to 5:00)

What to say instead of I don’t know (1 min.)

Cueing and Prompting (3min.)

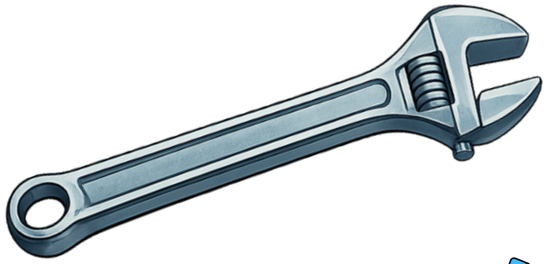
AI PROMPT

I am teaching [grade level] [subject] & focusing on TEKS [# & full language].Using research-based instructional practices, give me lesson design ideas for We Do & Y’all Do instruction, including: teacher advance supports, student actions, monitoring strategies, & checks to determine readiness before independent practice.

© 2026 Jodi Christopoulos | Scaffolded Supports Lift | C&I Support | Created for Pearland ISD | Please attribute if sharing.

EmPOWER Every Learner

Work it Together



Instructional Leak

- Everyone released at the same time
- No monitoring of Groups or Collaborations
- All guided practice - with no independent practice until the assessment
- We monitor completion not thinking
- Avoiding Peer Collaboration because of behavioral chaos

The Shift

- Monitor → Adjust → Release
- We do: Watch for misconceptions and celebrate mistakes that lead to learning!
- Y'all do: Give specific, actionable feedback
- Be intentional about what you reinforce
- Accountability Roles with checkpoints

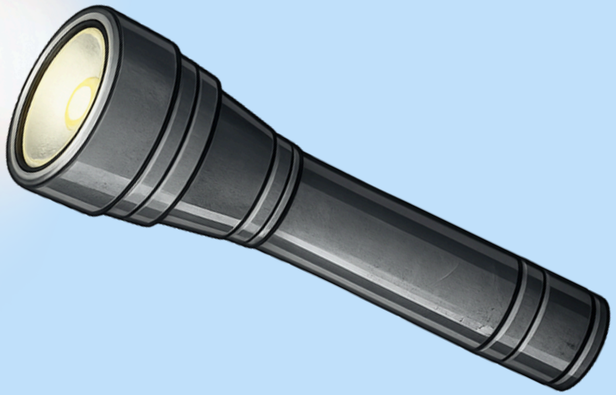
Key Takeaways



- Monitor to gather evidence of understanding not just supervision of completion
- Guided Practice is where misconceptions surface and are the best moment to adjust.
- It's okay to move back in process

EmPOWER Every Learner

Explicit Think Alouds



Flashlight:

Illuminate the why of your thinking, shine a light on the metacognitive process & tasks

Why? Think-alouds scaffold by making the thought process visible, which helps struggling learners know how to approach, reason, & adjust their thinking.

K-12

EXPLICIT THINK ALOUDS

LIFT

Say the 'quiet part' out loud-showing how and why decisions are made- so students can borrow and build the same moves.

WHAT?

The best think-alouds sound spontaneous because they were **purposefully planned**. Teachers **verbalize the invisible moves** (how you plan, notice, monitor, and fix) using short, purposeful metacognitive language ("I'm checking the clue here… so I'll…"), *not just the steps*. Choose something to **model your think aloud that will have a "hard part"** where students may get stuck or make mistakes so they can see how you think through it. When working with students have them think aloud for you to unlock their thought process.

BUILD PEARLAND Proud

WHY?

Think-alouds **teach the process, not only the product**-by making thinking visible, improving comprehension of the topic or skill, self-monitoring, and strategy transfer. By directing attention to key cues & when you also model coping moves (make an error, repair it)-students **gain concrete options for what to do when stuck**, building confidence and independence.

INSTRUCTIONAL DESIGN MOVES

Anticipate the barrier
Where are students most likely to struggle? **Choose *one* strategy to spotlight** → model your thinking using 2–3 sentence stems (e.g., "When I'm stuck, I…") → keep it brief so you can keep strong pace.

Rehearse & Refine
Be Clear, Concise, & Brief
Rehearse the toughest skills **with your team** in planning. Refine the language to maximizes class time. Where will the barrier occur-how do we keep it clear & concise at a brisk pace?

Release & Monitor
At the end, release students to use the same thinking promptly. Highlight their thinking → share "aha moments" & productive mistakes → **reinforce that thinking (& struggle) are a part of learning**

Return & Refine
Guided didn't go well? Move back to think aloud. Have students interview **you** while you think aloud → use a fishbowl so others can observe → later in guided practice have them practice interviews w/ partners

ARTICLES

Texas Gateway (by TEA) Resources

Edutopia's: The Think Aloud Strategy

Reading Rockets: Think Alouds

NCTE: Think Big with Think Alouds (RLA)

Read Write Think: Building Comprehension Through Think Alouds

VIDEOS

*Go beyond a model; reveal a Think Aloud *

Think Alouds Look Spontaneous… But They're Not (2 min)

Introducing Think Alouds through Sentence Starters (5 min) RLA

Comprehension Game Changer (3 min)

Math Think Aloud (2min)

RLA Think Aloud (5 min)

SEE IT

Think Aloud Planning Placemat*

AI PROMPT

I am teaching [grade level] [subject] and focusing on TEKS [# & full language].Using research-based instructional practices, suggest ways to model explicit think-alouds, including scripted teacher language that shows the metacognitive process, common student barriers or challenges, and how to address them during instruction.

© 2026 Jodi Christopoulos | Scaffolded Supports Lift | C&I Support | Created for Pearland ISD | Please attribute if sharing.

EmPOWER Every Learner

Explicit Think Alouds



Instructional Leak

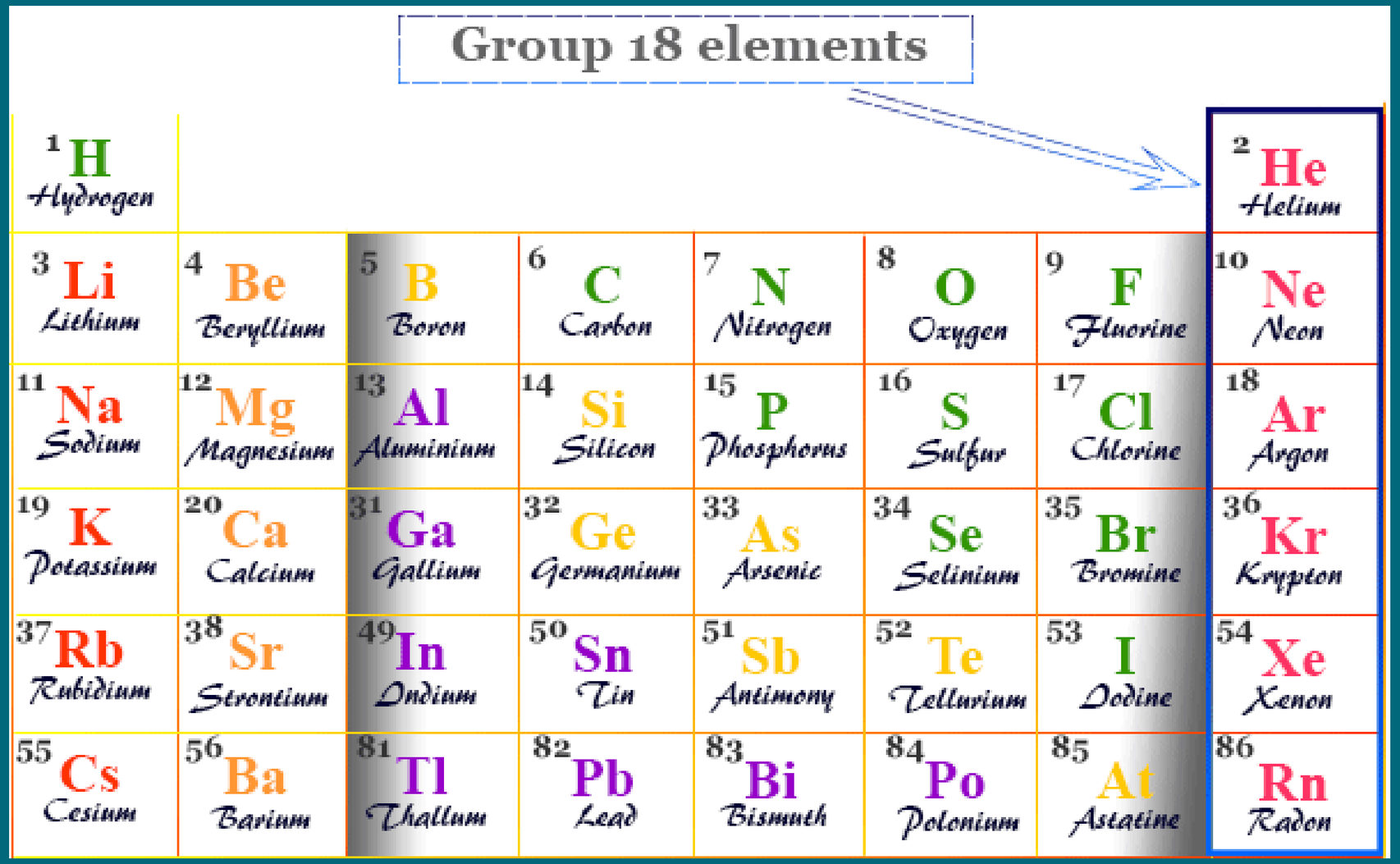
- Modeling steps, instead of the thinking
- Students copy instead of transferring
- “Winging it” can lead to unclear explanations + loss of time
- The TMI Flood: rambling overwhelms the message and pace of the lesson

The Shift

- Verbalize HOW + WHY (not what)
- Let students narrate their thinking before you confirm or correct.
- Plan and rehearse clear, concise language with each other.

Key Takeaways

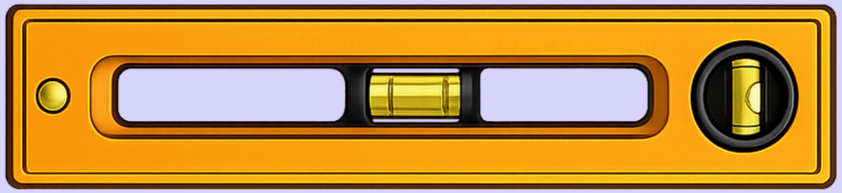
- Explicitly share the internal decisions, not just the steps.
- Invisible moves must be named
- Strong think alouds sound natural because they were planned.



What are the group 18 elements called on the periodic table above?

EmPOWER Every Learner

Randomize & Respond



Level:

Level the playing field with equitable thinking time & building a culture of response by all.

Why? All-learner response structures scaffold engagement by ensuring all learners make their thinking visible so we can respond instructionally.

K-12

RANDOMIZE & RESPOND

A core routine that builds a culture of response by all- holding every student accountable for thinking, responding, and learning from one another.

LIFT

WHAT?

- **Daily routine (used often)**: Everyone thinks and responds: build a culture of active *engagement & accountability*
- **Two moves together:**
  1. **Randomization**(cards, sticks, spinners + wait time →anyone may be called on)
  2. **All-Learner Response(everyone thinks, everyone responds, THEN randomize to share- not just volunteers)** (Turn-and-Talk, QSSSA/TRTW, gestures, whiteboards, choral response)
- **Predictable structure:** Students know the drill, expect to participate, & can help manage signals & randomization.

BUILD PEARLAND Proud

WHY?

- **Builds engagement, reduces opting out:** Everyone expects to think, prepare, and respond—keeping learners active, accountable, and less likely to disengage
- **Increases voice & access points:** Use Turn-and-Talk, QSSSA/TRTW to support language development, provide entry points, and deepen thinking through structured peer interaction
- **Supports responsive teaching:** Use whiteboards, gestures, choral response to maintain a brisk pace, check understanding frequently, surface misconceptions, and adjust instruction in the moment

WHEN?

- Across the lesson: Before, during, after- **use often and for different purposes**
- Match purpose: for prior knowledge, deep thinking; key points, for checks & pace

RESOURCES

QSSSA Description/Examples
QSSSA Planning Placemat
TRTW Description/ Examples
TRTW Mini Anchor Chart
Randomization Menu

INSTRUCTIONAL DESIGN MOVES

QSSSA
Question: Open-ended Ques.
Signal: Students give a gesture to show readiness to respond
Stem: Given verbal & written
Share: Group/ Pair them
Assess: Randomize to share & check on student learning.

Think-Ink- Pair- Share:
Preplan question:
Think/ink(write)
Pair & Talk: All respond (whiteboards/Plickers/ Wayground or Padlet for quick at a glance CFU)
2–3 **share by randomization**

TRTW
Talk: Students talk to each other to engage with topic
Read: a text to learn or apply
Talk: They talk to each other to deepen understanding.
Write: They write to continue processing & show learning.

Randomize with Purpose
-**Leveling up Popsicle Sticks:** Add symbols or color to the sticks that represent certain student populations who may need a check in more frequently.
-**Person who**... Talks first
-Must try: **Flippity**.net!

ARTICLES

QSSSA: More than a Turn and Talk
QSSSA: Anywhere and Everywhere
TRTW: A Seidlitz blog post- applicable for more than remote learning.
16 Variations of Think Pair Share
5 Fun Ways to Randomly Select students- HMH
Upgrade Think Pair Share (more secondary)

VIDEOS

QSSSA (2 min.)
TRTW (2 min.)
Think Pair Share (Classic- What is it? 1 min.)
Think Pair Share (in action 3 in.)
Post it/ Pile it Version-TPS (great watch 8 min.)
Randomize and Rotate- Seidlitz (1 min.)

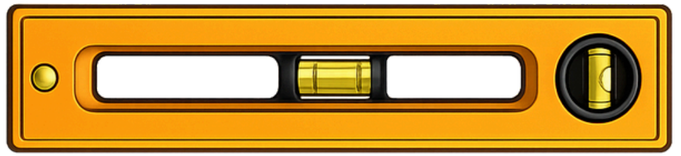
AI PROMPT

I am teaching [grade level] [subject] & designing a lesson on TEKS [# & full language]. Using research-based instructional practices, embed randomization strategies (so any learner may be called on) & All Learner Response (everyone thinks & responds), including how to: vary response methods (talk, write, show, share), structure purposeful routines (e.g., Turn-and-Talk, QSSSA/TRTW, whiteboards, gestures, choral response), maintain rigor & engagement, & quickly check understanding for all learners & adjust instruction in the moment.

© 2026 Jodi Christopoulos | Scaffolded Supports Lift | C&I Support | Created for Pearland ISD | Please attribute if sharing.

EmPOWER Every Learner

Randomize & Respond



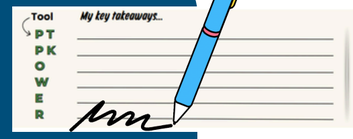
Instructional Leak

- First hand wins
- 1 or 2 students think for everyone
- Rescue too soon
- Students only share their thinking via paper or computer assignments

The Shift

- Think first → Hands down.
- Build A and B partners to share and assign certain students to listen first
- Teach students what to say instead of “I Don’t Know”
- Start with simple randomization systems

Key Takeaways



- DAY ONE Routine
- Think time + all learner response + Randomization builds a culture where all prepare to think and share.
- Accountability becomes the norm.
- Student thinking becomes visible and we naturally adjust instruction.

INSTRUCTIONAL

DESIGN CHALLENGE

WORK IT TOGETHER!





HALFTIME DESIGN CHECK

15 MIN

LAST 15 MINUTES ONLY! Refine your design by inviting an **AI Thinking partner (EmPOWER Chatbot)** into the conversation.

YOUR CHALLENGE

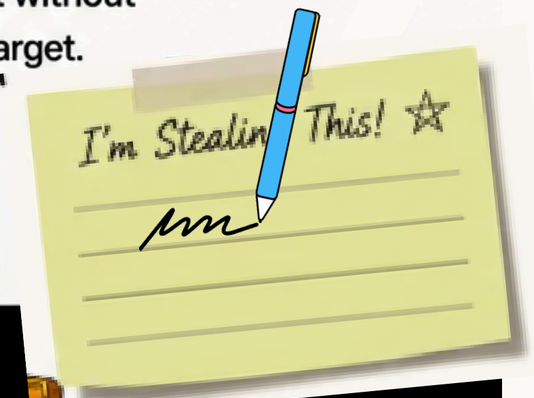
1. **READ** your upcoming subunit or **TEKS Focus** with others from your course (if applicable).

2. **FIND THE FRICTION:**
Where are students likely to get stuck, disengage, misunderstand, or become dependent?

3. **PRIORITIZE ONE** EmPOWER Tool:
Which tool best addresses that barrier?

MAKE ONE INTENTIONAL SHIFT:
Redesign that moment without lowering the learning target.

https://bit.ly/4fTTybc



POST ON THE PADLET: AT LEAST ONE DESIGN (STRATEGY, IDEA, OR ARTIFACT) THAT YOUR TEAM CREATED TO BE USED DURING THE FIRST 2 WEEKS OF SCHOOL.

SHARE IT!



Magic School EmPOWER Tool Bot

Your thinking partner to support lesson design and increase access for all learners.

1 OPEN
District App Hub

2 FIND
MagicSchool

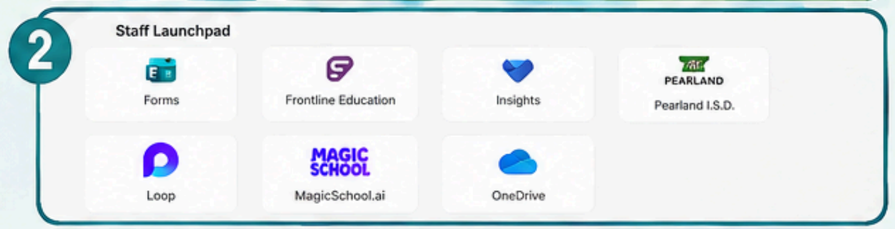
3 CHOOSE
EmPOWER Tool Bot

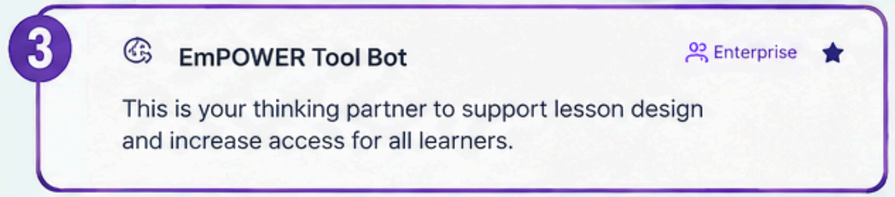
4 TELL IT
Your course, TEKS, and where students may struggle.

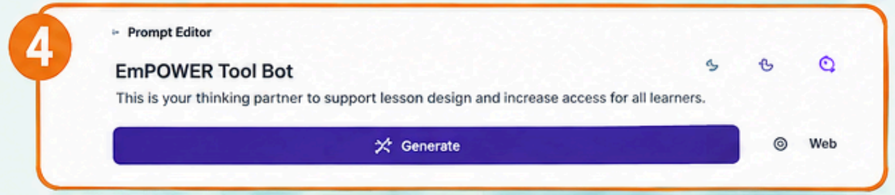
5 REFINE
Use the response to strengthen your instructional design.

Use it to **REFINE** your design—not replace your thinking.











Open District App Hub
Log in to Staff Resources and click **District App Hub**.

Find MagicSchool
Look for the MagicSchool icon in your Staff Launchpad.

Choose the EmPOWER Tool Bot
Select EmPOWER Tool Bot from your available tools.

Tell it about your lesson
Share your course, TEKS, and where students may struggle.
Click **Generate**.

Refine your thinking
Review the research-backed strategies and ideas. Adjust, combine, and use what fits your learners.

BUILD PEARLAND Proud

EmPOWER Every Learner

Instructional Design Challenge



Randomize & Respond

THINK
Think about your team's design.

→

REHEARSE
Share with your partner.

→

RANDOMIZE
Be ready to share!

→

RESPOND
Share your thinking.

1 What content/grade are you and what was the instructional need you addressed?

THINKING STEM:

We noticed students often struggle with ___ because ____.

_____

_____

2 Which EmPOWER Tool did you choose & why?

THINKING STEM:

We chose _____ because it could help students _____.

_____

_____

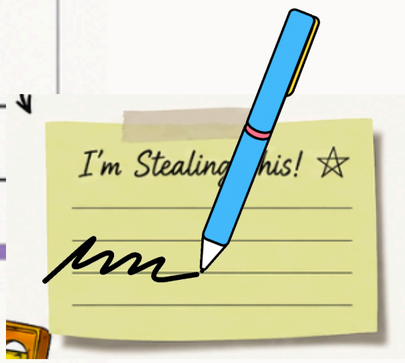
3 How did you redesign it?

THINKING STEM:

One small shift we made was ____ so that _____.

_____

_____



BE READY TO SHARE!

Designed for Pearland educators to support purposeful planning that increases access for every learner.

UPDATE
New URL, new Beacon Integration & same location on the home page.

PLAN
30+ Research- informed instructional strategy one- pagers with instructional moves.

SUPPORT
Scaffolds, resources, examples, videos, & instructional ideas

CREATE
Ready to use resources + AI Prompts

COLLABORATE
Resources for planning, PLCs, and microlearning



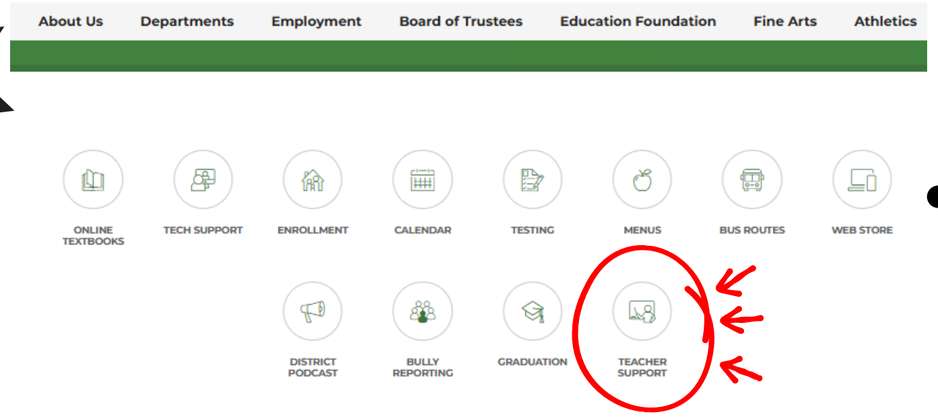
More to come! We're looking for classrooms to feature, and grow our strategies— so please don't hesitate to send me an update of what worked or what you need!

HOW TO NAVIGATE THE LIFT

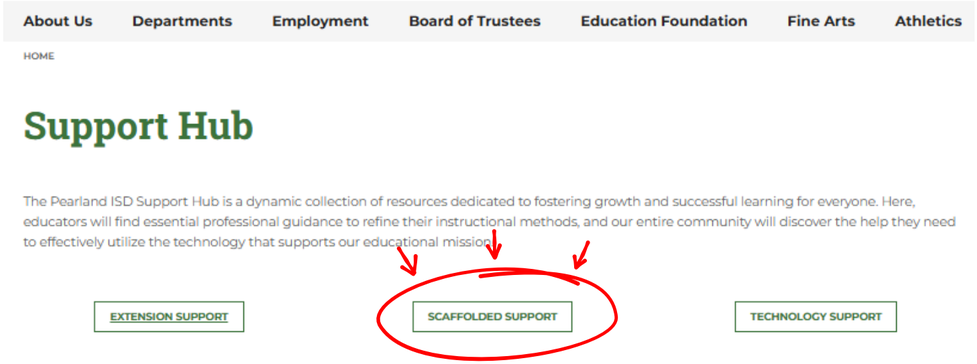
www.pearlandisd.org/Lift

START

1



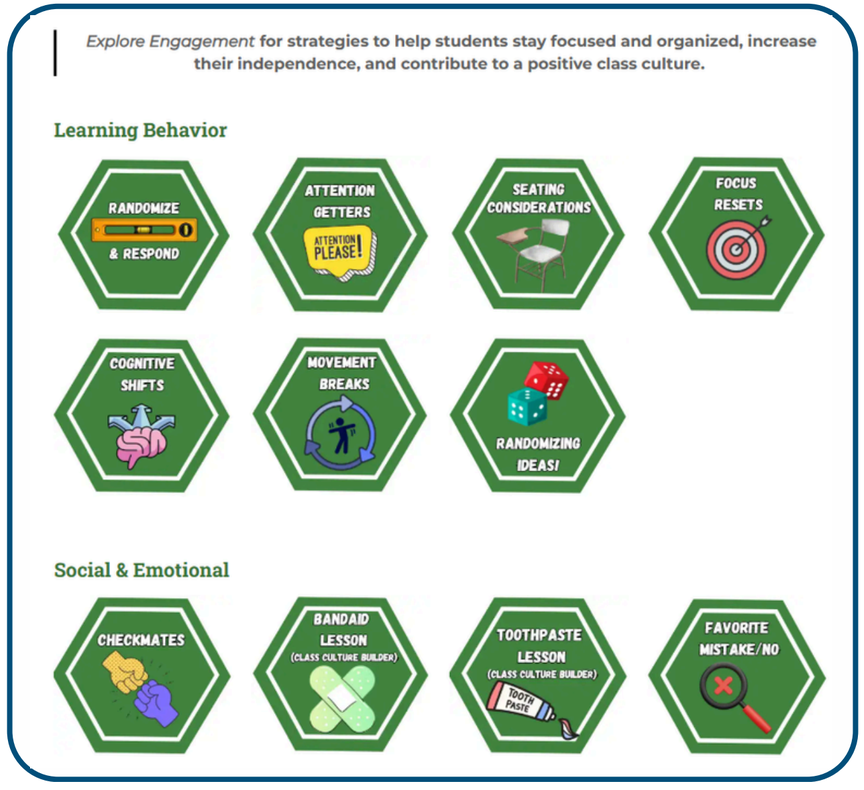
→ 2



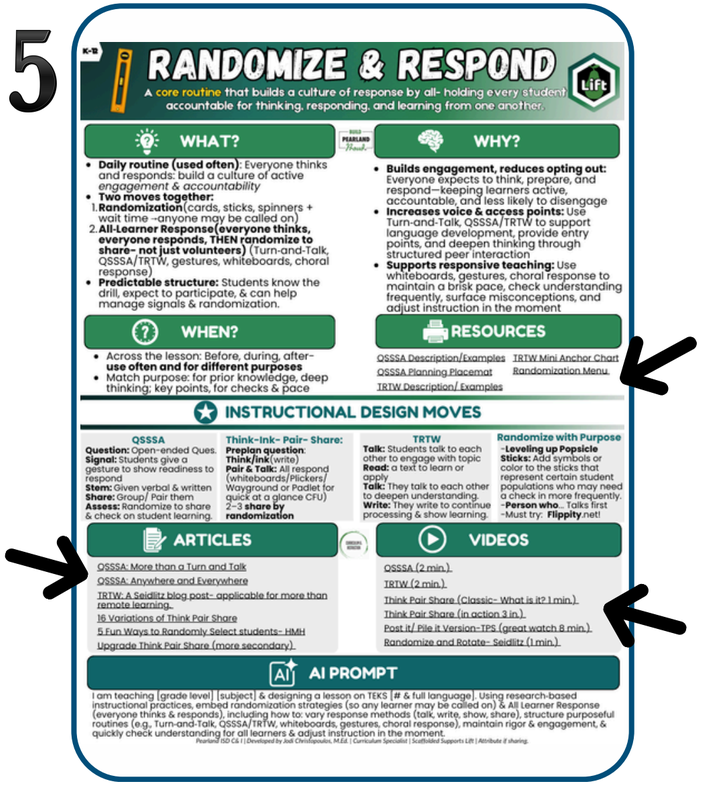
3



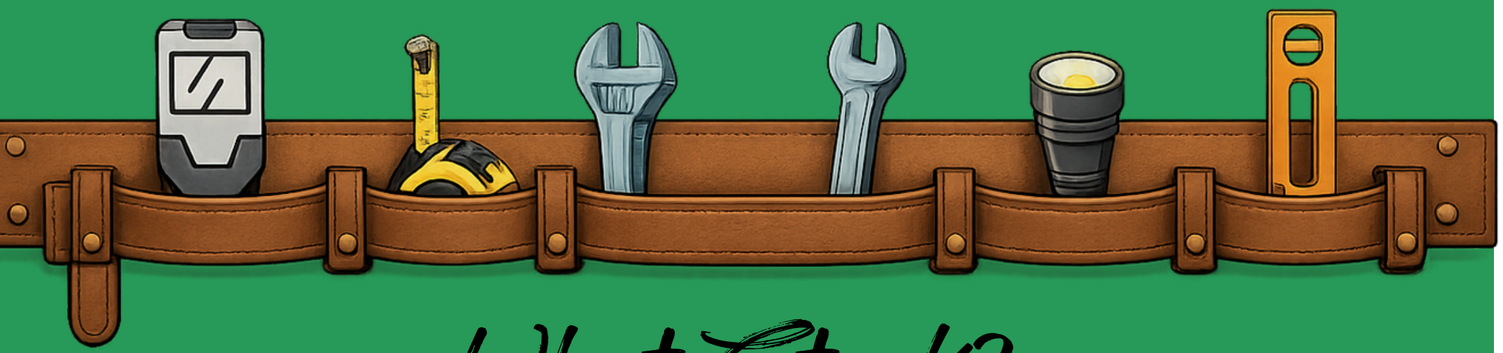
4



5



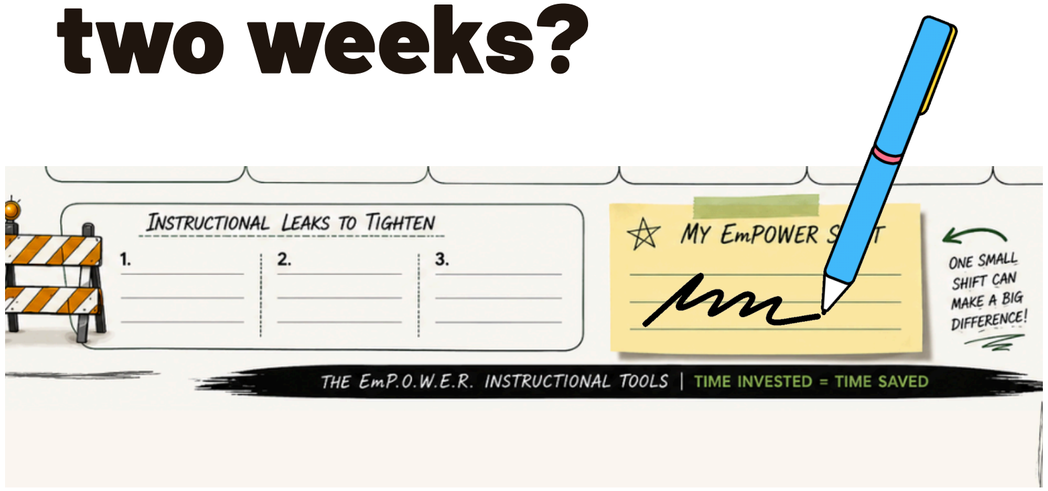
Retrieve & Reflect



What Stuck?

- **Can you name the EmPOWER moves?**
- **Did anything aid your memory? Visuals, Acronym?**

What is one EmPOWER Shift you will try in the first two weeks?



Email Address: christopoulosj@pearlandisd.org

Thank you for designing lessons that will EmPOWER Every Learner!

Each small shift is a BIG piece of the puzzle.



Strategies modeled today:

- ***EmPOWER Tools***
- ***Use of Visuals/ Color Coding***
- ***Attention Getters***
- ***Hand signals***
- ***Sentence /Thinking Stems***
- ***Scaffolded Notes***
- ***Choice and Voice***
- ***Formative Assessment***
- ***Retrieval Practice***