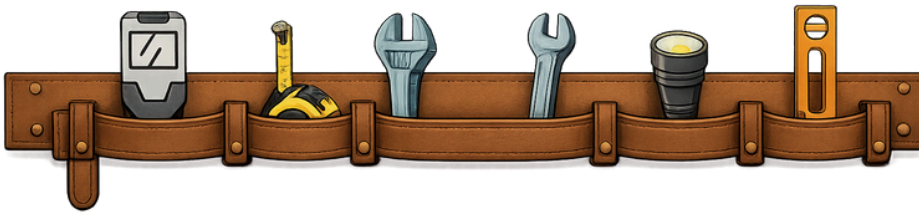
EmP.O.W.E.R. Every Learner

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



Access: Instructional & Cognitive, Vocabulary

Engagement: Learning Behavior

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.

Build Entry Points & Surface Misconceptions

Leaks:

Asking remember when, the nod, jumping straight into the lesson, too many unfamiliar words

Shifts:

- Think & Ink/Head & Lead
- Anticipation Guides
- Entry Tickets
- QSSSA
- Connect new words
- Use of Visuals/ Videos
- Frayer Model

☐ Consistently
☐ Sometimes
☐ Rarely/Never

O — Organize into Chunks

Measuring Tape:

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

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

Protect Working Memory

Leaks:

Too much lecture, too much complex info., no process time, too many materials given at once

Shifts:

- Chunk the content in strategic places
- Embedded CFU's
- Focus Resets
- Cognitive Shifts
- Movement Breaks
- Color coding/ blocking

☐ 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.

Share Cognitive Load

Leaks:

Gradual release too soon or too late, no monitoring, avoiding collaboration, completion over thinking

Shifts:

- Watch for shared misconceptions- celebrate mistakes
- Specific, Actionable Feedback
- Intentional reinforcing
- Accountability Roles

☐ Consistently
☐ Sometimes
☐ Rarely/Never

E — Explicit Think Alouds

Flashlight:

Illuminate the *why* of your thinking, shine 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.

Model the Invisible Thinking

Leaks:

Modeling steps instead of decisions/reasoning, Winging it, TMI Flood, Students copying notes

Shifts:

- Verbalize HOW & WHY (not the what)
- Plan and rehearse clear & concise language with each other
- Students think aloud before gradual release

☐ 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.

Hold All Learners Accountable

Leaks:

First hand wins, star students share, rescue too soon, only sharing thinking on paper/comp.

Shifts:

- Protect the learner's 30 second think time
- Build in A/B partners
- Teach what to say instead of "I don't know"
- Create randomization routines early

☐ Consistently
☐ Sometimes
☐ Rarely/Never

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

Time Invested = Time Saved | Small shifts make a BIG impact.



P — Preteaching & Prior Knowledge



I am planning a [grade level] [subject] lesson for TEKS [# & full language]. Using research-based, up-to-date instructional strategies, suggest ways to activate prior knowledge before instruction, address misconceptions, & support diverse learners. [Ask AI to generate quick connections between the content & real life.]

I am teaching [grade level] [subject] and TEKS [# & full language]. Using research-based, up-to-date strategies, identify key vocabulary/concepts to pre-teach and provide brief, classroom-ready strategies that reduce cognitive load and support students with limited background knowledge and diverse needs. [Create sketchnotes or a frayer model]

O — Organize into Chunks



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. [For complex content or reading passages- try Napkin AI to chunk and add graphic organizers, cloze notes, and visuals.]

W — Work Together: Guided Practice



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. [Copilot and Magic School can turn tasks into meaningful guided or collaborative practice.]

E — Explicit Think -Alouds



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. [Copilot or Magic School can help you locate the barrier and draft a short think aloud]

R — Randomization & Response



I am teaching [grade level] [subject] & TEKS [# & full language]. Using research-based instructional practices, embed randomization strategies (so that any learner may be called on) & All Learner Response (so every learner thinks and 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 so we can maintain rigor and engagement. [Use AI to help you design a simple randomization system to use or for a novel approach]