NOCTI Bingo Challenge

Introducing the 2019 NOCTI Bingo Challenge! This challenge is designed to have you implement best teaching practices related to the trainings provided during various professional development sessions throughout the years. By implementing these best teaching practices, we will be giving our students the information they need to be successful on their NOCTI test. Oh yeah, and let’s have some fun along the way...did we mention there’s a prize?

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| The Details |
| * ANY teacher (CTE and Academic) teaching ANY level can participate in this challenge
* Your goal is to make a Bingo in any direction (horizontal, vertical, postage stamp)
* For each challenge, you will need to submit the artifact listed either digitally or in paper form to Stacie Knehr Kutz or Kelly Cahoon. Please compile all artifacts and send per bingo. For instance, if you complete all “N”s, please submit all artifact at one time (rather than as you do them).
* The challenge will run from February 8th until April 17th.
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| The Prize |
| * For every “Bingo” made (horizontal, vertical, postage stamp), you will earn 1 raffle ticket.
* You may make “Bingo” multiple times to earn multiple tickets!
* All names will be put into a drawing for a chance to win the following prizes:
	+ **Grand Prizes:** Two $25 Amazon Gift Cards
	+ **LCTI Swag**
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| N | O | C | T | I |
| Find/Create a [Quizlet](https://quizlet.com/) for your students. *Attach the link as your artifact.* | Create (or have your students create) a mathematical word problem related to your content area. *Submit your (or your students’) word problem(s) as your artifact.* | Create an Anticipation Guide (MAX pg 101) for a unit of study (can be for now or in the future). *Attach your anticipation guide as your artifact.* | Use Google Slides to create a review game for your students. Jeopardy, flashcards, the sky’s the limit, you decide! *Share Slide Presentation as your artifact.* | Reach out to another teacher from a *different* school that teaches that same subject/lab as you. *Attach their name and e-mail address as your artifact.* |
| Utilize an exit ticket (paper or digital) to check for understanding after a theory lesson. *Include the exit ticket as your artifact.* | Find a video (YouTube, Edmodo, etc.) and “flip your class” for the day. Students watch the video prior to the lesson and respond to it during theory. *Submit video URL as your artifact.* | Try any teaching strategy (that has not already been mentioned in this board) from the MAX teaching book/training in your classroom. *Attach the strategy/activity as your artifact.* | Share an assessment that you have used with your students with somebody from a different “wing” than you. *Write down the name of the person you shared with as your artifact.* | Play “Stump the Teacher” (MAX pg 221) with your class. *Write down your best question from students as your artifact*. |
| Use Cornell Notes during a theory lesson (MAX pg 113). *Attach your template or a student example as your artifact.* | Use the GIST Strategy (MAX pg 156) during a theory lesson of your class. *Attach the organizer as your artifact.* | FREE SPACE | Create a Pre/Post Concept Check (MAX pg 230) for a lesson you teach.  *Include your handout and/or list of words as your artifact* | Use Google Forms to assess student comfortability with core elements of your assessment. Use results to focus on the areas they feel weakest. *Attach link to Form as your artifact.*  |
| Find a current article relevant to your content area. Share this article with your students and discuss what impact it has on your content area. *Attach the article as your artifact.* | Use a [Kahoot](https://kahoot.com/) in your classroom as a review tool before a test or to introduce vocab. *Attach the Kahoot as your artifact.* | Have students record themselves (or each other) completing a task. Reflect on ways to improve the skill.  | Utilize (any) Monday Math in your class. *Attach the Monday Math used as an artifact.* | Have your student “peer edit” somebody else’s work (Collins Type 4). This can include having a student critique a project in a lab. *Include what you had students ‘edit’ for an artifact.* |
| Give students a warm-up question that they need to answer using ONLY pictures/drawings. *Submit a photo of one answer for an artifact.*  | Before introducing a new concept, have students brainstorm everything they know about the topic (Collins Type 1). Have students share aloud. Complete an under the line writing - Students should draw a line under their list and write anything they hear other people share that was not on their original list. *Include an example of a student’s work as your artifact.* | Read an article from an educational blog and/or industry specific blog that is pertinent to your teaching position. *Include a link to the article or a copy of the article as your artifact.* | Attend a Muffin Monday event hosted by the coaches. *Turn in a copy of your “recipe” as your artifact.* | Create a Collins Type 3 with 3 FCAs for any topic in your class. *Attach your FCAs as your artifact.* |