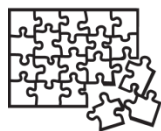


MicroPD Facilitator Guide

The High Performance **LEARNING-FOCUSED** Lesson



LEARNING-FOCUSED[®]
Lessons You Believe In

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Getting Started

- 1. Before teachers start the first MicroPD Course, have a Support Meeting to share the professional development plan and communicate expectations for team members.**

Expectations may include:

- Complete MicroPD Courses in a timely manner
- Attend Support Meetings prepared to share learning activities and assignments completed during the MicroPD Course
- Actively participate in Support Meetings
- Develop and complete action plans
- Support fellow members' success
- Each person bringing their copy of The High Performance LEARNING-FOCUSED Lesson book and LEARNING-FOCUSED Lesson flipchart to each Support Meeting
- Each person understanding how to access MicroPD Courses and how to get technical assistance if needed.

- 2. Encourage commitment to professional growth.**

“...your most important resource is your own willingness to experiment, your courage to take risks and your commitment to continual learning for yourself and your students.”

(Laura Lipton and Bruce Wellman, 1998, p. 99)

LEARNING-FOCUSED Lessons MicroPD Session 1

Classroom Learning Environment

The physical environment of the classroom provides the backdrop for learning. A classroom designed to support learning utilizes visual supports that are purposefully selected, organized and displayed so students can easily locate information needed to be successful in their learning. Vocabulary displays, anchor charts, advance organizers, concept maps and other types of graphic organizers are all ways to provide visual support. Another key aspect of the classroom learning environment involves the arrangement of furniture. You will learn how to strategically create learning spaces that support collaboration, whole group, and small group instruction.

Learning Goals for Classroom Learning Environment MicroPD Course

Participants Will Know...

- Characteristics of classroom environments that support learning
- Guidelines for setting up classrooms to support learning

Participants Will Be Able To...

- Display and use Lesson Essential Questions effectively
- Develop and use visual displays to support learning
- Organize visual displays by content area or course
- Arrange classroom seating to support collaborative pairs and small group instruction

Learning Goals for First Classroom Learning Environment Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of classroom environments to support learning.
- Develop an action plan for creating a classroom environment to support learning.

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their completed **Classroom Learning Environment** checklist and reflection along with any questions they may have.
- Become familiar with the Learning Goals for both the MicroPD Course and the first Support Meeting.
- Review the Support Meeting Plan and prepare materials needed for activities.
- Arrange the meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session and referred to during the session.
- Post the norms.

First Classroom Learning Environment Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How do you establish a physical classroom environment to support learning?

Activating Strategy

Team members should refer to the Graphic Organizer and Classroom Learning Environment Checklist completed as part of the MicroPD Course to individually complete a “NEWS” reflection. (5 minutes)

- **N**ew classroom display
- **E**xcited about
- **W**ant to discuss
- **S**teps to take

Learning Activities

1. Using the “NEWS” prompts from the Activating Strategy, each person reports out. As each person shares, the recorder should list the topics/questions members want to discuss on chart paper. The team then discusses each question and topic. Any questions that cannot be resolved by the group can be sent to the LF Coach on ***LEARNING-FOCUSED Online***. (20 minutes)
2. Action Planning: Based on the checklist completed in the MicroPD Course, have group members each list 3 actions he/she will take before the next meeting to create a classroom environment for learning and why. (5 minutes)
3. Each member shares his/her action plan with the team. Suggest that team members buddy up with another team member to provide each other feedback on their classroom organization. You might also suggest that each person bring photos of a change made in classroom displays or room setup to share at the next support meeting. (15 minutes)

Reflection Prompt

Paragraph Summary: How will you use the walls in your classroom in your next lesson? (5 minutes)

Learning Goals for Second Classroom Learning Environment Support Meeting

Participants Will Be Able To...

- Reflect on classroom physical learning environment
- Evaluate organization of classroom wall space, vocabulary displays, anchor charts, and classroom seating arrangements.
- Provide support for other team members in creating a classroom environment to support learning.

Preparation Checklist for Facilitator:

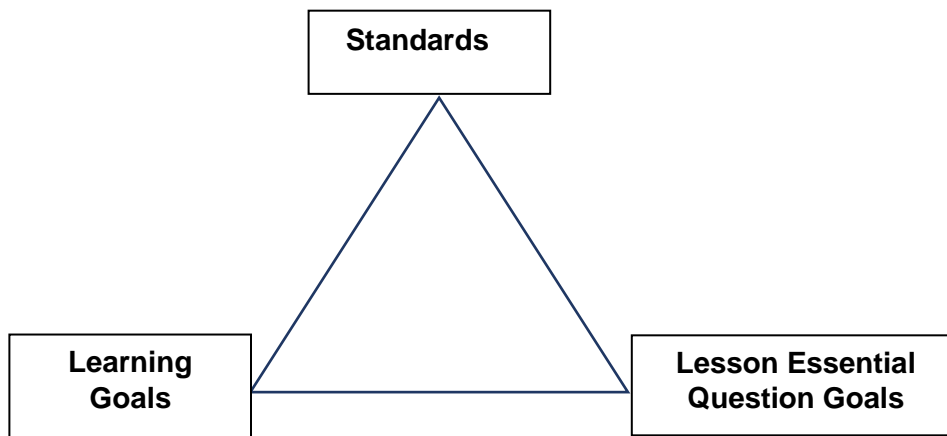
- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Classroom Environment Support Meeting

1. Review norms. (1 minute)
2. Each team member shares the goals and action plan steps he/she established in the previous session for Classroom Learning Environment and progress toward the goals. (They may want to share photographs or visit each other's classrooms to see the design.) Other team members should provide support and feedback. (25 minutes)
3. Participants complete a reflection exit ticket: Based on our discussions today, I will _____. (5 minutes)
4. Preview the next MicroPD Course: Learning Goals and Lesson Essential Questions: Have team members do a "Connect Three" to explain how Standards, Learning Goals and Lesson Essential Questions are related. (10 minutes)

Connect 3

Write a sentence on each side of the triangle to tell how the two adjacent terms are related.



Remind participants the next MicroPD Session explores planning these three parts of a LEARNING-FOCUSED Lesson in more depth. They will need standards for an upcoming lesson along with their book, *The High Performance LEARNING-FOCUSED Lesson* and flipchart.

LEARNING-FOCUSED Lessons MicroPD Session 2 Learning Goals and Lesson Essential Questions

The most effective lessons have a clear destination---well articulated, standards-driven Learning Goals that are clearly communicated to students with a Lesson Essential Question. One of the most important concepts to understand is that Learning Goals drive every decision in the lesson, and therefore must be carefully crafted. In this MicroPD Course you will deepen your understanding of how to unpack standards to determine focused goals for the lesson, how to sequence those goals by complexity, and how to develop Lesson Essential Questions to communicate the goals to students. You will also learn how to use the Lesson Essential Question effectively with students throughout the lesson.

Learning Goals for the Learning Goals and Lesson Essential Questions MicroPD Course

Participants Will Know...

- Learning Goals drive everything in the lesson
- Lesson Essential Questions are used throughout lessons

Participants Will Be Able To...

- Integrate complementary standards into lessons
- Analyze standards to unpack Learning Goals for lessons
- Distinguish Learning Goals from Learning Activities
- Use Lesson Essential Questions effectively before, during, and at the end of lessons

Learning Goals for First Learning Goals and Lesson Essential Questions Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of Learning Goals and Lesson Essential Questions
- Develop an action plan for using Learning Goals and Lesson Essential Questions effectively with students.

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and completed MicroPD Course assignments to the meeting along with any questions they may have.
- Become familiar with the Learning Goals for both the MicroPD Course and the Support Meeting.
- Review the Support Meeting Plan and prepare materials needed for activities.
- Arrange the meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session, referred to and answered.
- Post the norms.

First Learning Goals and Lesson Essential Questions Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How do you plan and communicate clear Learning Goals with Lesson Essential Questions?

Activating Strategy

Team members should individually complete a “Compass Reflection” to reflect on their learning regarding Learning Goals and Lesson Essential Questions: (5 minutes)

- Need to Know
- Would Like to Discuss
- Excited About
- Steps I Have Taken

Learning Activities

1. Using the Compass Reflection prompts, each person reports out. As each *Need to Know* and *Would Like to Discuss* is shared, a recorder should list the topics/questions on chart paper. The team then discusses each question and topic. Any questions that cannot be resolved by the group can be sent to the LF Coach on **LEARNING-FOCUSED Online**. (10 minutes)
2. Pairs compare key points and details on the Graphic Organizer for *Learning Goals and Lesson Essential Questions*. Reinforce the ideas that Learning Goals drive everything in the lesson and Essential Questions are used throughout the lesson to maintain focus on the learning. (5 minutes)
3. Action Planning: 3 actions I will take to increase my effectiveness in planning and using Learning Goals and Lesson Essential Questions. Share with team. (10 minutes)

Reflection Prompt

Complete one of the following statements on a post-it note and post on the Reflection Chart: (5 minutes)

I admit that I thought _____ but now I think _____.

I admit that I now understand that _____.

I admit that I have been _____ but now I will _____.

Learning Goals for the Learning Goals and Lesson Essential Questions Second Support Meeting

- Reflect on implementation of Learning Goals and Lesson Essential Questions
- Evaluate lesson plans for clearly written Learning Goals and Lesson Essential Questions and alignment of lesson components to the goals
- Provide support for other team members in planning and using Learning Goals and Lesson Essential Question

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting. Emphasize the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and a current lesson plan to the meeting.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Learning Goals and Lesson Essential Questions Support Meeting

1. Review norms and roles (1 minute)
2. Each team member reviews restates his/her action plan from the previous meeting and shares the Learning Goals and Lesson Essential Questions for a current lesson, including how the Learning Goals were addressed in the lesson and how he/she used the Lesson Essential Question with students. The team uses the Learning Goals rubric on page 138 and the Lesson Essential Question rubric on page 145 to provide feedback and ask questions. Any questions that cannot be answered by the team are submitted to the LEARNING-FOCUSED Coach on *LEARNING-FOCUSED Online* (30 minutes)
3. Participants complete a reflection exit ticket:
Based on our discussions today, I will _____ . (5 minutes)
4. Preview the next MicroPD Course, **Lesson Assessment**. Have each person draw a “Memory Box.” In the box, they should take 2 minutes to record everything they remember about the Lesson Assessment. They should then pair up to compare and discuss their ideas. Remind them that the Assignment is the major assessment for the lesson and planning it is the second step in the planning process. Share the goals for the MicroPD Course and needed materials. (10 minutes)

LEARNING-FOCUSED Lessons MicroPD Session 3

Lesson Assessment

Using a “planning with the end in mind” thought process, teachers in exemplary schools use backward planning for lessons with the lesson’s learning target being the standards-based assignment. This MicroPD Course continues the emphasis on backwards planning and using Assignments as learning targets and assessments of learning. You will learn how to plan quality Assignments that require students to apply the knowledge, skills and thinking strategies they have learned in a lesson to demonstrate their understanding of content and proficiency with skills.

Learning Goals for MicroPD Course

Participants Will Know...

- Characteristics of effective assignments
- Causes of the Assignment Gap

Participants Will Be Able To...

- Distinguish quality assignments from Learning Activities
- Plan and use quality Assignments

Learning Goals for First Lesson Assessment Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of lesson Assignments
- Develop an action plan for planning and using quality lesson Assignments

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book to the meeting with completed MicroPD Course assignments along with any questions they may have.
- Become familiar with the learning goals for both the MicroPD course and the support meeting.
- Review the Support Meeting Plan and prepare materials needed for activities.
- Arrange the meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session, referred to and answered.
- Post the norms.

First Lesson Assessment Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How do you plan Assignments that empower students to demonstrate their mastery of Learning Goals?

Activating Strategy

Team members should individually complete a “Windshield Reflection” by selecting the type of “windshield” that reflects their understanding of planning quality Assignments with reasons for their choice: (5 minutes)

- Glass: Totally clear
- Bugs: A little fuzzy
- Mud: I can barely see

Learning Activities

1. Using the prompts from the Activating Strategy, each person reports out. As questions and areas of difficulty are shared, a recorder should list the topics/questions on chart paper. The team then discusses each question and topic. Any questions that cannot be resolved by the group can be sent to the LF Coach on *LEARNING-FOCUSED Online*. (15 minutes)
2. Triads compare their responses to the activities that were completed in the MicroPD Course and revise/add to as needed. (10 minutes)
3. Action Planning: Create a goal card with a goal related to planning and using effective Assignments and action steps. Trade with a partner who will check with you periodically before the next meeting to see how it is going. (5 minutes)

Reflection Prompt

3C's: What was: Confirmed? Clarified? Caused thinking? (5 minutes)

Learning Goals for Second Lesson Assessment Support Meeting

Participants Will Be Able To...

- Reflect on implementation of quality Assignments
- Evaluate lesson plans for quality Assignments.
- Provide support for other team members in planning and using quality Assignments

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting. Emphasize the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and a current lesson plan with quality assignment to the meeting to review.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Lesson Assessment Support Meeting

1. Review norms
2. Each team member shares the action plan steps he/she established in the previous meeting for Lesson Assessment and the Assignment for an upcoming lesson. Team members use the Grade Level Assignment rubric on page 147 to review each Assignment together and provide feedback (30 minutes)
3. Participants complete a reflection exit ticket: Based on our discussions today, I will _____ because _____ (5 minutes).
4. Preview the next MicroPD Course, **Graphic Organizers**. Distribute alphabet letters, one per person, who must share something he knows about graphic organizers that starts with that letter. Share the goals for the next MicroPD Course and needed materials.

LEARNING-FOCUSED Lessons MicroPD Session 4

Graphic Organizers

With this MicroPD Course, you will focus on Lesson Instruction. A Graphic Organizer is an important learning strategy used during Lesson Instruction and is planned first. You will learn how to use the Learning Goals or the text students will be reading to determine how you want students to think about the content, and then how to select a graphic organizer that will facilitate this type of thinking. Another important planning decision is to determine how students will use the Graphic Organizer to record and organize information during the lesson and how students will use it as a resource as they complete the Assignment.

Learning Goals for Graphic Organizers MicroPD Course

Participants Will Know...

- Effectiveness of Graphic Organizers
- Graphic Organizers should be aligned to the type of thinking desired
- Uses of Graphic Organizers

Participants Will Be Able To...

- Select Graphic Organizers aligned to text structure or type of thinking
- Explicitly teach students how to use Graphic Organizers
- Have students use Graphic Organizers to organize information, summarize and complete Assignments

Learning Goals for First Graphic Organizers Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of choosing and using Graphic Organizers
- Develop an action plan for planning and using Graphic Organizers during lessons

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and completed MicroPD Course assignments to the meeting along with any questions they may have.
- Become familiar with the Learning Goals for both the MicroPD Course and the Support Meetings.
- Review the Support Meeting Plan and prepare materials needed for activities.
- Arrange the meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session, referred to and answered.
- Post the norms.

First Graphic Organizers Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How do you select and use Graphic Organizers in a lesson?

Activating Strategy

Participants choose 2-3 reflection stems to reflect on their learning from the **Graphic Organizers** MicroPD Course. (5 minutes)

- I learned....
- I am confused about....
- I wonder if...
- I want to learn more about...
- I can apply my learning to...
- I saw a connection between...

Learning Activities

1. Using the reflection stems, each person shares out. A recorder should list any questions, areas of confusion and topics for more discussion on chart paper. The team then discusses each question or topic to clarify understanding. Any questions that cannot be resolved by the group can be sent to the LF Coach on **LEARNING-FOCUSED Online**. (15 minutes)
2. Pair up and compare responses to the activities that were completed in the MicroPD course and explain why they chose the particular graphic organizer. (5 minutes)
3. Action Planning: Each team member completes a “**WIN**” with regard to choosing and using graphic organizers
 - W** What I do well
 - I** What I would like to improve
 - N** Next stepsShare with team. (10 minutes)

Reflection Prompt

(5 minutes) Write a reflection from the perspective of a student in your classroom explaining how Graphic Organizers have been beneficial to his/her learning. Share with a partner.

Learning Goals for Second Graphic Organizers Support Meeting

Participants Will Be Able To...

- Reflect on implementation of Graphic Organizers
- Evaluate lesson plans for Graphic Organizer selection and use of Graphic Organizer in the lesson.
- Provide support for other team members in planning and using Graphic Organizers

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting. Emphasize the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and a current lesson plan to the meeting.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Graphic Organizers Support Meeting

1. Review norms. (1 minute)
2. Each team member shares the action plan steps he/she established in the previous session for Graphic Organizers and shares the Graphic Organizer selected for his/her most recent lesson, tells why that particular one was selected, and explains how students used the Graphic Organizer in the lesson. Other team members should provide feedback. (25 minutes)
3. Participants complete a reflection exit ticket: Based on our discussions today, I will _____. (5 minutes)
4. Preview the next MicroPD Course, **Assessment Prompts** (5 minutes) Have participants jot down 3 things they know about Assessment Prompts and do a “Give One, Get One” to collect more ideas. Share the goals for the MicroPD Course and needed materials.

LEARNING-FOCUSED Lessons MicroPD Session 5

Assessment Prompts

The focus of this MicroPD Course is on planning and using Assessment Prompts, a type of formative assessment. You will learn how to plan questions and tasks that will be used after each Learning Activity to determine if the Learning Goal of the associated Learning Activity was met. You will learn the importance of using the information gained to modify Learning Activities as needed.

Learning Goals for Assessment Prompts MicroPD Course

Participants Will Know...

- Assessment Prompts gauge where each student is in relation to their understanding of specific learning goals

Participants Will Be Able To...

- Plan Assessment Prompts aligned to Learning Goals
- Use a variety of types of Assessment Prompts

Learning Goals for First Assessment Prompts Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of Assessment Prompts
- Develop an action plan for planning and using quality Assessment Prompts

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and completed MicroPD Course assignments to the meeting along with any questions they may have.
- Become familiar with the Learning Goals for both the MicroPD Course and the Support Meeting.
- Review the Support Meeting Plan and prepare materials needed for activities.
- Arrange the meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session, referred to and answered.
- Post the norms.

First Assessment Prompts Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How do you plan Assessment Prompts to check for understanding?

Activating Strategy

Choose an index card (red, yellow, or green) that represents your level of understanding of assessment prompts and be ready to explain your selection. (5 minutes)

Learning Activities

1. Each person shares the color card representing his/her level of understanding of Assessment Prompts and explains why. (Example, I selected yellow because I know that Assessment Prompts should be aligned to Learning Goals, but I'm not sure how to choose strategies that are quick but give me enough information to check for understanding.) As questions and areas of difficulty are shared, a recorder should list the topics/questions on chart paper. The team then discusses each question and topic. Any questions that cannot be resolved by the group can be sent to the LF Coach on **LEARNING-FOCUSED Online**. (15 minutes)
2. Triads compare their responses on the Graphic Organizer and the "Interview a Word" activity that was completed in the MicroPD course. (10 minutes)
3. Questions to discuss: (10 minutes)
 - Why are Assessment Prompts considered formative assessment?
 - Why is it important for each *Will Be Able To* Learning Goal to have its own Assessment Prompt?
 - Why is it important to have each student respond to the Assessment Prompt?
 - Why is it important to use questions or tasks that are short but go beyond recall?
4. Action Planning: Start, Stop, Continue
 - What do you need to **start** doing with planning and using Assessment Prompts?
 - What do you need to **stop** doing with regard to Assessment Prompts?
 - What do you need to **continue** doing with planning and using Assessment Prompts?(10 minutes)

Reflection Prompt

Write a MVP (Most Valuable Point) for Assessment Prompts (5 minutes) and share with a partner.

Learning Goals for Second Assessment Prompts Support Meeting

- Reflect on implementation of Assessment Prompts
- Evaluate lesson plans for quality Assessment Prompts
- Provide support for other team members in planning and using Assessment Prompts

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting. Emphasize the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and a current lesson plan to the meeting.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Assessment Prompts Support Meeting

1. Review norms.
2. Each team member shares the action plan steps he/she established in the previous session for **Assessment Prompts** and progress in planning and using them in lessons. (10 minutes)
3. Individuals then share a lesson plan with the group, explaining how the Assessment Prompts are aligned to the Learning Goals. (25 minutes)
4. Participants complete a reflection exit ticket: Based on our discussions today, I will _____. (5 minutes)
5. Preview the next MicroPD Course, ***Learning Activities and Student Engagement***. (10 minutes)

Have each participant complete and share an analogy: A Learning Activity is like _____ because _____.

Share the goals for the MicroPD Course and needed materials.

LEARNING-FOCUSED Lessons MicroPD Session 6

Learning Activities

Learning Goals define what students will learn. Learning Activities are the experiences provided in the lesson that allow students to acquire and understand the content defined in the Learning Goals. In this MicroPD Course, you will review how to sequence Learning Goals to determine the sequence of the Learning Activities and how to select Learning Activities aligned to those goals. An important consideration when planning Learning Activities is to ensure that students are actively engaged. This involves planning frequent opportunities for Collaborative Pairs to respond to questions, summarize their learning, and collaborate in quick practice activities. Effective use of Collaborative Pairs is an area of emphasis in this MicroPD Course.

Learning Goals for Learning Activities and Student Engagement MicroPD Course

Participants Will Know...

- Learning Activities are purposefully sequenced and aligned to Learning Goals
- Collaborative Pairs are used to actively engage students during Learning Activities

Participants Will Be Able To...

- Plan Learning Activities aligned to Learning Goals
- Plan questions and prompts in Learning Activities for Collaborative Pairs

Learning Goals for First Learning Activities Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of planning purposeful Learning Activities
- Develop an action plan for planning and using engaging Learning Activities aligned to Learning Goals

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and completed MicroPD Course assignments to the meeting along with any questions they may have.
- Become familiar with the Learning Goals for both the MicroPD Course and the Support Meetings.
- Review the Support Meeting Plan and prepare materials needed for activities.
- Arrange the meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session, referred to and answered.
- Post the norms.

First Learning Activities Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How do you plan purposeful Learning Activities that engage all students?

Activating Strategy

Sketch an outline of a head with a thought bubble. Inside the head team members should jot down key ideas about planning and using Learning Activities from their MicroPD Course. In the thought bubble, they should list questions to discuss with the team. (5 minutes)

Learning Activities

1. Individuals take turns sharing out key ideas listed during the Activating Strategy. The group then discusses the questions that were raised. Any questions that cannot be resolved by the group can be sent to the LF Coach on ***LEARNING-FOCUSED Online***. (15 minutes)
2. Designate Numbered Heads (1s and 2s). Have 1's pair up to go over the *Top Ten Reasons for Using Collaborative Pairs* list generated during the MicroPD course and 2's pair up to discuss the activity comparing Collaborative Pairs and Partner Activities. Numbered Heads partners can then share what was discussed with their original partner. (10 minutes)
3. Action Planning: Complete a NOW.
Next I will
Obstacles I anticipate
Ways I will overcome these obstacles
Share with team.
(10 minutes)

Reflection Prompt

What's in My Head Now? (on the back of the Activating Strategy.) (5 minutes)

Learning Goals for Second Learning Activities Support Meeting

Participants Will Be Able To...

- Reflect on implementation of Learning Activities and student engagement during Learning Activities
- Evaluate lesson plans for alignment of Learning Activities to Learning Goals and purposeful use of Collaborative Pairs
- Provide support for other team members in planning and using engaging Learning Activities aligned to Learning Goals

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting. Emphasize the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and a current lesson plan to the meeting.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Learning Activities Support Meeting

1. Review Norms
2. Each team member shares the action plan steps he/she established in the previous session for Learning Activities and Student Engagement and progress toward the goals. (20 minutes)
3. Trade lesson plans and check for alignment of Learning Activities to Learning Goals and purposeful use of Collaborative Pairs with planned questions and prompts to promote engagement. (15 minutes)
4. Participants complete a reflection statement: Based on our discussions today, I will _____. (5 minutes)
5. Preview the next MicroPD Course, **Activating Strategies**. (10 minutes)
Read the following statements and have participants go to corners that match a response of Sometimes, Always, Never and justify their answer:
 - Bell ringers are Activating Strategies. (sometimes)
 - Watching a video is a good Activating Strategy. (sometimes if students are engaged with a purpose)
 - Activating Strategies should be engaging.(always)
 - Activating Strategies should take 50% of the time allotted for the lesson. (never)

Share the goals for the MicroPD Course and needed materials.

LEARNING-FOCUSED Lessons MicroPD Session 7

Activating Strategies

The Activating Strategy is a key part of the lesson designed to engage students and initiate learning by helping students connect to background knowledge. In this MicroPD Course, you will learn how to choose an Activating Strategy based on whether you need to build students' background knowledge or activate their prior knowledge. An important part of the Activating Strategy is previewing vocabulary. You will also learn how to select key words to preview and how to use research-based strategies to introduce the new terms.

Learning Goals for Activating Strategies MicroPD Course

Participants Will Know...

- Previewing vocabulary is an important part of the Activating Strategy
- The explicit vocabulary instruction at the beginning of the lesson should include the lesson's key terms and the research-based vocabulary strategy to teach them

Participants Will Be Able To...

- Plan an Activating Strategy appropriate for students' level of background knowledge
- Select key vocabulary to preview
- Plan a vocabulary preview strategy

Learning Goals for First Activating Strategies Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of Activating strategies
- Develop an action plan for planning and using quality Activating strategies

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and completed MicroPD Course assignments to the meeting along with any questions they may have.
- Become familiar with the Learning Goals for both the MicroPD Course and the Support Meetings.
- Review the Support Meeting Plan and prepare materials needed for activities.
- Arrange the meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session, referred to and answered.
- Post the norms.

First Activating Strategies Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How do you plan and use Activating Strategies to prepare students for learning?

Activating Strategy

Post a chart with three columns labeled with:

I know I know, I think I know, and I need to know.

Have participants record their responses for each category on post-it notes and add to the chart. (5 minutes)

Learning Activities

1. Using the reflection prompts from the Activating Strategy, each person on the team reports out. Have the recorder record the Need to Know items on chart paper to ensure they are addressed during the session. (10 minutes)
2. Pairs compare key points on the Graphic Organizer completed during the MicroPD Course.
3. Each member shares the Activating Strategy planned for the current lesson and how they used it with their students. The team should give feedback and ask questions.
4. **Action Planning:** Create an #ObserveMe card to invite an observer to see the Activating Strategy in action. Example: #ObserveMe previewing vocabulary or #ObserveMe using an Activating Strategy to build background knowledge. Every participant should swap cards to observe and be observed before the next support meeting. (10 minutes)

Reflection Prompt

What do you now: Know you know? Think you know? Still need to know? Post on a Reflection chart for review.

Learning Goals for Second Activating Strategies Support Meeting

Participants Will Be Able To...

- Reflect on implementation of Activating strategies
- Evaluate lesson plans for quality Activating strategies
- Provide support for other team members in planning and using Activating strategies

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting. Emphasize the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and a current lesson plan to the meeting.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Activating Strategies Support Meeting

1. Review the norms. (1 minute)
2. Each team member takes turns sharing what was learned from the peer observation.
3. Pairs swap lesson plans and give feedback on the Activating Strategy including the vocabulary preview.
4. Participants complete a reflection exit ticket: Based on our discussions today, I will _____. (5 minutes)
5. Preview the next MicroPD Course, **Vocabulary Strategies**. (10 minutes)

An important part of the Activating Strategy is vocabulary instruction. Have pairs work together to do a List-Group-Label activity for “vocabulary instruction.”

List key words and phrases related to the topic “vocabulary instruction.”

Group the words into logical categories.

Create descriptive labels for each group.

Share the goals for the MicroPD Course and needed materials.

LEARNING-FOCUSED Lessons MicroPD Session 8

Vocabulary Strategies

The importance of vocabulary instruction is nothing new for most teachers; however, many of the traditional approaches do not increase students' vocabulary knowledge or result in the transfer into thinking, speaking, and writing. Teachers must carefully plan vocabulary instruction using a variety of research-based strategies. Teachers must also prioritize vocabulary terms to focus on the most critical 1-4 terms for students to understand in each lesson.

Learning Goals for Vocabulary Strategies MicroPD Course

Participants Will Know...

- 7 Characteristics of Effective Vocabulary Instruction
- Process for selecting critical words for instruction
- The steps in the most effective process for learning new vocabulary
- Activating and Previewing Strategies, In Context Strategies, Summarizing Strategies
- Guidelines for Making, Using and Adapting Word Walls and vocabulary notebooks

Participants Will Be Able To...

- Explaining the implications of research for vocabulary instruction
- Applying the Characteristics of Effective Vocabulary Instruction
- Effectively selecting critical words for instruction
- Using the most effective process for teaching new vocabulary
- Utilizing a variety of vocabulary strategies effectively
- Planning and implementing systematic vocabulary instruction consistently and pervasively

Learning Goals for First Vocabulary Strategies Support Meeting

Participants Will Be Able To...

- Engage in conversations with peers to clarify understanding of vocabulary instruction
- Develop an action plan for planning and using quality vocabulary instruction

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, learning goals and the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and completed MicroPD Course assignments to the meeting along with any questions they may have.
- Become familiar with the Learning Goals for both the MicroPD Course and the Support Meetings.
- Review the Support meeting space. Be sure to post the Essential Question in a prominent location so it can be used to introduce the session, referred to and answered.
- Post the norms.

First Vocabulary Strategies Support Meeting

Opening

Review norms. (1 minute)

Lesson Essential Question

How are Vocabulary Strategies planned and used effectively?

Activating Strategy

3-2-1 (5 minutes)

List 3 things you know about planning and using Vocabulary Strategies

List 2 things you want to clarify

List 1 question you have

Learning Activities

1. Using the reflection prompts from the Activating Strategy, each person on the team reports out. Have the recorder record the items that need clarification and the questions on chart paper to ensure they are addressed during the session. (10 minutes)
2. Pairs compare key points on the Graphic Organizer completed during the MicroPD Course.
3. Each member shares the Vocabulary Strategy planned for the current lesson and how they used it with their students. The team should give feedback and ask questions.

Action Planning: 3 actions I will take to increase my effectiveness in planning and using Vocabulary Strategies. Share with team. (10 minutes)

Learning Goals for Second Vocabulary Strategies Support Meeting

Participants Will Be Able To...

- Reflect on implementation of Vocabulary strategies
- Evaluate lesson plans for quality Vocabulary strategies
- Provide support for other team members in planning and using Vocabulary strategies

Preparation Checklist for Facilitator:

- Email a reminder of the meeting location, time, and the purpose of the meeting: to share and reflect on their action plan developed in the previous meeting. Emphasize the importance of bringing their *High Performance LEARNING-FOCUSED Lesson* book and a current lesson plan to the meeting.
- Review the Support Meeting Plan and prepare any materials needed for activities.
- Post the norms.

Second Vocabulary Strategies Support Meeting

1. Review the norms. (1 minute)
2. Each team member takes turns sharing what Vocabulary strategies they have implemented.
3. Pairs swap lesson plans and give feedback on the Vocabulary Strategy.
4. Review Sustaining Professional Development information on next page.
5. Participants complete a reflection exit ticket: Based on our discussions today, I will _____. (5 minutes)

Sustaining Professional Development

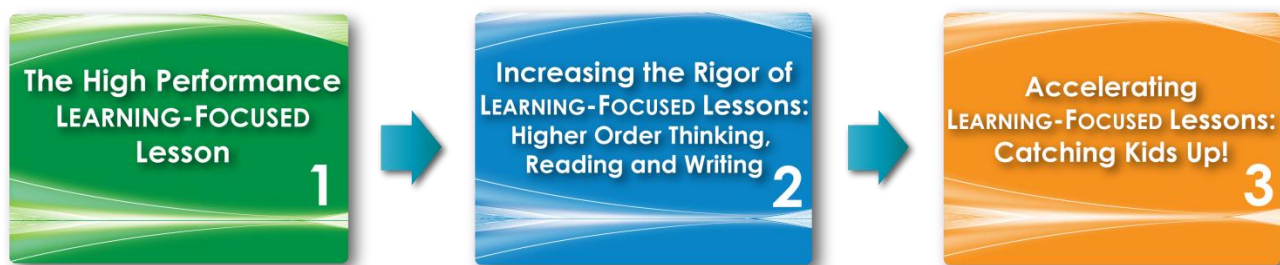
Congratulations! You have completed the 8 MicroPD Sessions for *The High Performance LEARNING-FOCUSED Lesson* with your teachers. You have spent the past weeks and/or months supporting teachers as they strive to become more purposeful and effective at classroom learning environment strategies, planning standards driven lessons that connect the most effective research-based strategies and exemplary practices, and using the top learning strategies with students in every lesson.

As your teachers continue to refine their lessons and instruction, continue to support them by:

- Having them use the rubrics in the book and flipchart to guide planning and to evaluate lessons for quality.
- Having them take advantage of the examples and resources on **LEARNING-FOCUSED Online** (learningfocused.com/learning-focused-online/)
- Continuing to use the Support Meeting structure to reflect and support each other.

What's Next?

In *The High Performance LEARNING-FOCUSED Lesson*, teachers learned the basic framework. In stage 2, *Increasing the Rigor of LEARNING-FOCUSED Lessons: Higher Order Thinking, Reading, and Writing*, teachers will learn how to embed the elements of rigor throughout lessons.





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