

O4O Teacher Inservice
Term 3, 2018

Daily Topics

Day 1- Review Lesson Plans and Blooms Taxonomy, Introduce Term planning (Syllabus and Schema)

Day 2- Term 3 planning

Day 3- Planning Activities (Differentiated Instruction)

Day 4- Assessment/Discipline Policy/Strategies

Day 5- Review all components and workshop prep.

Day 1

Objectives	Session Proceedure	Materials Needed	Assessment
Morning Welcome and Introduction Game	Catch the ball: pass ball around discussing what we did over break.	sports ball	Participation
<p>Review</p> <p>TTWBAT define each component of a lesson plan in their own words; use blooms taxonomy to create good objectives.</p>	<p>List components on board of good lesson plans on board as a group.</p> <p>Verbally define each component</p> <p>practice: trainees pick examples of lesson components out of a bowl and must defend what component they think it is.</p> <p>TPS- What is Blooms Taxonomy</p> <p>Practice- Write one lower level and one upper level objective (exit slip for break)</p> <p>*Ask teachers to bring copies of their course syllabi to next session</p>	<p>-Chalk</p> <p>-bowl/container</p> <p>-Examples of components cut into small slips</p>	<p>Participation</p> <p>2 objectives written correctly</p>

Term 3 Planning A TTWBAT create a list of class needs for term three for each subject they teach based on the syllabus and exam scores.	TPS-How do you prepare for a new term? Say: <i>we can talk about how to plan for the whole year towards the end of this term. But right now I want to focus on getting ready for term 3. We have some things to consider:</i> 1) <i>Remaining Syllabus items</i> 2) <i>Information we got from term two tests telling us what the kids need to review.</i> <i>Each of you will be in a different spot with each class. But you can plan out all of term three right now so that you know by the end of the term you accomplished what you needed to.</i> Talk about how to plan review and get data from exams. End the day with each teacher having a list of what each class needs to focus on in term 3 *Remind trainees to bring list with them tomorrow.	Copies of Syllabus Test scores and copies of test. Chart example for organizing data from assessments.	Completed charts of term three needs for class.
Closing	Sticky Note conversation: What components are in a good lesson plan? How should you use Blooms Taxonomy? What questions do you have?	-Three Poster Boards -Sticky tack -Questions written on piece of paper -Pieces of paper for participant responses.	Participation

Day 2

Objectives	Session Proceedure	Materials Needed	Assessment
Welcome and Icebreaker	Telephone Pictionary-each person starts by writing a sentence on a sheet of paper. The papers pass clockwise and next person draws the sentence and folds the paper so only the drawing is showing. The next player writes a sentence based on the drawing. The game continues until the paper is back to the original owner.	Unlined sheets of paper Writing utensils	Participation

Term 3 Planning B TTWBAT create on a provided blank calendar a topic plan for the term for teach class.	<p>Say-<i>Today we are going to plan out term three so that we will know exactly what we need to cover and when.</i></p> <p>Pass out copies of blank calendars for September/October. Teachers should have one for each class.</p> <p>Invite teachers to take one calendar and one list of topic needs. (see additional sheet)</p> <p>Demonstrate how to write in exam days and break days for the term.</p> <p>Have the teachers count how many instructional days are in term 3.</p> <p>Then have the teachers look at their list of topics/needs and assign a number of days to teach topic.</p> <p>Have teachers write in PENCIL topics onto the calendars.</p> <p>Say: <i>You now have a map for the term and they can make individual lesson plans for each day now.</i></p> <p>Exit slip- one completed calendar</p>	Blank Copies of Calendars	One Calendar Completed.
Term 3 Planning C TTWBAT create on a provided blank calendar a topic plan for the term for teach class.	<p>Say- Now we are going to complete calendars for the rest of the classes.</p> <p>Walk around and spend time with those who are struggling</p>	Copies of blank Calendars	Completed calendars.
Closing	<p>Sticky Note Conversation:</p> <ol style="list-style-type: none"> 1) How will you use your term 3 calendar? 2) What should be considered for term 2 and 3 term planning? 3) What questions do you have? 	-Three Poster Boards -sticky tack -questions written on a piece of paper -pieces of paper for participant responses.	Participation

Day 3

Objectives	Session Proceedure	Materials Needed	Assessment
Welcome and Introduction	Superlatives: The goal of this game is for players to reorder themselves as quickly as possible Shortest-Tallest Youngest-oldest Number of siblings greatest-least. Birth place distance furthest-closest.	none	Participation

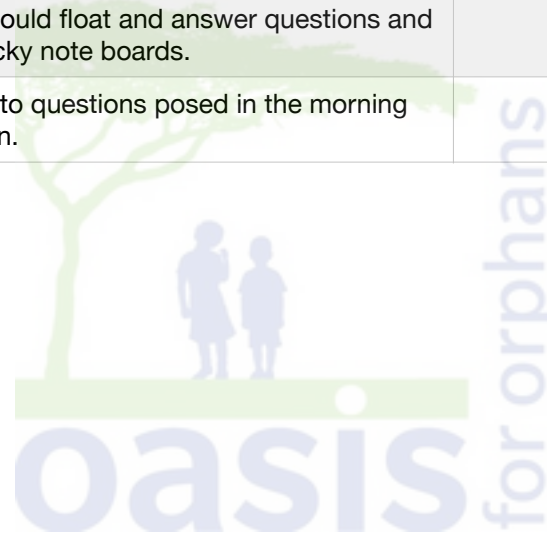
Reasons for Activities/ differentiated instruction TTWBAT paraphrase information from an article describing why guided practice is so important.	List components of a good lesson plan on the board. TPS- What is guided practice? Have groups write their responses on the board. <i>Say- Today we are going learn and practice some activities that any class can use for guided practice and learn more about the topic of differentiated instruction. First we are doing to look at why guided instruction is so important for our students.</i> Pass out copies of articles for individual reading. Once complete have the participants group according to the article they read to discuss the important concepts. Then they can “jigsaw” to learn about the other articles. Have them form groups comprised of members who read different article segments and share what they’ve learned. Debrief the article and the JigSaw activity	Chalk Copies of the articles	Jigsaw participation
General Activities for any Class TTWBAT define several guided practice activities.	-TPS -JigSaw -Standup Sit down-differentiate between two categories -Yes, No, Maybe -One Word Splash- After teaching a concept ask students to write one word that sums up the concept -Illustration -3-2-1: three facts about the material, two questions and 1 opinion -Find your match- problem-solution, small letter-big letter, -Sticky note conversations	Chalk	Notes
Differentiated Instruction Introduction TTWBAT define Differentiated Instruction	Define Term- Differentiated Instruction is using multiple methods of teaching to engage all students in learning. Look at info graphic- fill in bubbles and talk about additional challenges Oasis kids face.	Copy of infographic for each person	Completed wks.
Closing	Use one of the general activities to get participant feedback. Do One Word Splash for Differentiated Instruction.		Participation

Day 4

Objectives	Session Proceedure	Materials Needed	Assessment
Welcome and Icebreaker	Yes-No-Maybe: 1) I would like to go skydiving. 2) I think running is fun.	None	Participation
Assessments TTWBAT verbally distinguish between summative and formative assessments and give examples of each.	YNM- Formative assessments test mastery of a concept. (no) Videos: https://www.youtube.com/watch?v=SjnrI3ZO2tU https://www.youtube.com/watch?v=-RXYTpgvB5I Use 3-2-1 guided practice to process videos. Do after each video. Mind Map formative assessments and Summative assessments (see attached) Venn diagram of the two YNM-Formative assessments test mastery of a concept. (no)	Computer, Electricity Projector and chords Speaker and chords Internet	mind map/venn diagram completion YNM at the end.
Discipline TTWBAT express verbally the discipline plan of the Valley School; match discipline issues to their solutions.	Say <i>There are three kinds of discipline issues:</i> 1) <i>small disturbances</i> 2) <i>Disengagement</i> 3) <i>Aggressive/large disturbances</i> <i>The best way to Manage your class is to plan engaging lessons. Reinforcing positive behavior is more effective than focusing on negative behavior. Discipline is relational.</i> Read through discipline policy. Find your match- discipline issues	Copy of discipline policy for each person Problem/Solution cards for discipline issues.	Notes
Closing	Stand up/Sit down: 1) A Sticky Note conversation is a formative assessment. 2) Focusing on stopping negative behavior is the only way to control a class. 3) A Checklist is a summative assessment. 4) Summative assessments can only be Exams. 5) Formative assessments should be done often. 6) Discipline issues occur when students are bored. *remind trainees that tomorrow is a workshop day they should bring their lesson plan books and calendars.	None	Participation

Day 5

Objectives	Session Proceedure	Materials Needed	Assessment
Welcome and Icebreaker	Guess Who- each participant writes one interesting fact on a sheet of paper and from the “blue bowl of fate” we guess who each fact describes.	Scrap sheets of paper and writing utensils.	Participation
Review TTWBAT engage in a sticky note conversation about all topics we covered.	Sticky Note Conversations: What I remember about: Lesson Plans/Blooms Taxonomy Assessments Discipline Planning a term Questions I have	-5 Poster Boards -sticky tack -questions written on a piece of paper -pieces of paper for participant responses.	
Workshop	Give participants time with their calendars and lesson plan books to work on making lessons with all components. Trainer should float and answer questions and check sticky note boards.		
Review	Respond to questions posed in the morning discussion.		



Day 1

Practice saying "This is a _____. It is color _____."

Call for volunteers to show and tell something about their artwork by saying, "This is a _____. It is color _____."

The students will draw and design their favorite thing (toy, book, etc) using their favorite color.

- I will end class by telling the students that they are not blank slates, that they bring to each novel their life experiences and previous knowledge. Students do know things and it will be interesting to compare what they know to how the topics in the novel are presented.

6. **WHAT IF?** In Example 4, suppose a Senior League (ages 10–14) player wants to buy the bat described in part (b). In Senior League, the length (in inches) of the bat minus the weight (in ounces) of the bat cannot exceed 8. Write and graph a system of inequalities to determine whether the described bat can be used by the Senior League player.

- Have students briefly summarize their learning.

- Clarify areas of confusion

■ Think/Pair/Share

Asking students to draw a concept map in class and/or FactStorming page on a particular topic

■ Essays **

Quiz/Test

Students will demonstrate mastery of proportional relationships and operations with rational numbers, two critical elements of the revised 7th grade district curriculum aligned to the Common Core State Standards.

Students will be able to describe the composition, structure, and properties of matter, draw conclusions about the interactions and conservation of matter and energy, and explain why matter and energy can neither be created nor destroyed in a given system and/or reaction.

Goal: Students will improve their gross motor functions by practicing rudimentary skills like hopping, skipping, stepping, walking, running. (K-6)

Little pieces of paper with the name of all the first graders.

-Chalk-board and chalk

- Pencil
- Lined handwriting paper (Second Grade English Lesson Plans p.27)
- Paper, drawing
- Art supplies

Quote: Find a quote and use it in your classroom. Display it on your whiteboard, print it out and tape it on the floor or your door, print off a copy for your students in jumbled order and have them "crack" the sentence.

Story: You can tell a personal story, a story that relates to the objectives, describe a scene or event from history; read a passage with the target grammar (mentor texts), etc.

Picture Puzzle: Take an image and cut it up, students will put it together to find out what they are learning about.



teacher presents the definition of a topic sentence and tells students the use and gives examples of topic sentences then finishes the lesson by asking students to write their own topic sentences. Teacher reviews and gives students feedback on their performance.

As a whole group I will read pre-selected pages from the book *Chronicle of the Pharaohs: The Reign-By-Reign Record of the Rulers and Dynasties of Ancient Egypt* by: Peter A. Clayton. I will ask the students to pay close attention to the pharaohs I am reading about because they will need some of this background knowledge for later.

1. Provide a clear student-friendly definition of each word that students can readily understand.
2. Display the word and definition on a chart, chalk/dry-erase board, or other media. (Also, have word cards that include the word, a short definition, and a picture or illustration)

WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



The importance of guided practice in the classroom

Erick Herrmann

Wednesday, February 12, 2014

From our life experiences, we all know the importance of practice in order to get better at something. Consider something you do well: a sport, an activity, a skill. How did you learn to do it? How did you get better at it, or master it?

There is an old saying we are all familiar with: Practice makes perfect. In the classroom, students must practice the skills we are teaching for it to become internalized. It is important for us as educators, then, to not only provide opportunities for students to practice, but to practice correctly. As some have pointed out, perfect practice makes perfect.

This is not to say that we cannot allow students to make mistakes. Errors and mistakes are an integral part of the learning process. Through practice with feedback, students learn to correct errors or mistakes and master a skill or concept.

Madeline Hunter spoke of the importance of guided practice in the 1980s. It has since been entrenched in lesson plans and discussions about teaching. We know that practice builds fluency; in order for students to learn to read or write, they must participate in the act of reading and writing. Reading and writing must be incorporated often in each of the content areas we are teaching so that students can learn about the topic and express their thinking. Similarly, by adding student discourse, we help students to solidify their thinking, gain ideas and thoughts from others and become more articulate.

The importance of guided practice in the classroom

Erick Herrmann

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What does guided practice look like in the classroom? Many teachers are familiar with the phrase "I do, we do, you do," or the gradual release of responsibility.

The idea here is that the learning should be shifted to students over time through teacher modeling, collaborative practice and individual application. The release can occur over a short time frame, such as within a class period, or over longer periods of time, depending on the complexity of the skill or concept.

At times, however, we see an instant release of responsibility, wherein students are immediately asked to apply a skill or concept independently, sometimes after little or no modeling.

Consider the following scenario, all too common in classrooms today: The teacher asks the students to read specific pages in the textbook and take notes on what they are reading. The teacher might point out to students that it is important to pay attention to the headings, bolded words, graphics, italicized portions of the text, etc.

After they have read and taken notes, the students then are asked to answer questions based on the reading, referring back to their notes. The teacher instructs the students that they can either answer the questions independently or in small groups.

This scenario provides little to no practice for students before moving to independent practice. The teacher will not necessarily be able to determine areas of misunderstanding or needed additional instruction until students have turned in the work.

Consider, then, a slight change in the phrase "I do, we do, you do" to "I do, we do together, you do together, you do independently." The amount of time for each of these phases of the gradual release will vary, and teachers need to consider both long-term and short-term implementation.

The importance of guided practice in the classroom

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Modeling, guided practice, collaborative practice and independent practice may be done within one class period, and may also last over a longer time span in order to help students master a more complex skill.

For example, math expert Terry Wardlow recommends the following sequence in a math lesson: the lesson starts off with four different examples done by the teacher of the same type problem with teacher talk. Here the teacher is modeling and sharing her thinking about how the problem is being solved.

From there, the "we do" is similar but includes students coming to the board to write the next step or steps. The teacher might have three or four kids to the board on one problem, or she may call on students to tell you what to do next and why.

This is done for two or three problems so multiple students have the opportunity to work through the problem with teacher guidance. The following step would be to have students work collaboratively, in pairs, triads or potentially groups of up to four students do three or four problems.

Lastly, students would be assigned a few problems to do on their own to practice and/or demonstrate mastery of the skills. All of the problems would need to be similar in terms of the skills being practiced.

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Collaborative peer practice (you do together)

During the interactive peer-collaboration guided-practice phase, students work together in small groups to practice the skill or concept. Teachers can incorporate cooperative learning structures at this point to maximize student participation and practice of the skills or concepts.

Having students seated in pairs, triads or small groups will be helpful during this time, and structures such as having a talking stick and explicit roles within a group can keep students on task and provide an opportunity for all students to be equally involved.

The teacher, during this time, walks around monitoring student practice and assisting students as needed to clarify any misconceptions. The teacher can remind students of key points, and assesses if particular students or if the entire class needs additional instruction.

During this peer collaboration time, teachers can also pull together a small group of student that may need additional modeling or instruction, thereby differentiating for students based on need.

Independent practice (you do independently)

The last stage requires students to practice and apply the task independently. In many ways this can be said to be the purpose of education: to have students be able to apply the skills and information they have learned on their own, without the help and support of a teacher or peer.

There are multiple ways that teachers have implemented and continue to implement independent practice and application in the classroom. Students do projects, keep portfolios, do homework and do in-class practice each day in classrooms around the world.

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Modeling (I do)

In this portion of the lesson, be explicit with students as to how to use a particular skill you are teaching or understand the concept being taught. Include think-alouds as a way to explicitly share with students what goes on in the mind of a proficient reader, writer, mathematician or professional in the discipline you are teaching.

Provide scaffolds for students by clearly explaining tasks and lead students step-by-step through the processes they will be using. Additionally, consider including color-coding as a scaffold, by changing the color of the pen you are using during each step.

For example, if solving a multiple-step math problem, switch colors when you go to the next step so that each step is clearly marked for students and you can discuss clearly each step with them.

It is important to point out that students should still be actively engaged during the modeling process. Teachers can have students chorally call key vocabulary or next steps, discuss predictions or ideas with a partner, or write down a quick summary of what has been done so far before moving on.

Guided practice (we do together)

As you move toward practicing with students, consider how you will call on students.

Begin with selecting some students intentionally. These may be students who have a clear understanding of the step you are practicing, or students that have a common misconception that needs to be addressed with the class.

Next move to calling on students randomly. This can be done using a cooperative structure like numbered heads, or through other methods such as using a computer program. Calling on random students holds all students to be accountable to work through the skill and demonstrate where they are in the process. Successes or errors can be addressed at this time.

Finally, call on volunteers. At times the students who always volunteer to share or practice will have something additional to add that has not come up with other students.

This practice flips what we often see in classrooms, where teachers first call on volunteers. The problem there is that often the same group of students gets called on time and again, and leave other students disengaged or lacking an opportunity to practice with direct guidance from the teacher.

Of course, the students who are helping you or sharing ideas should not be the only students engaged in the instruction. Just as in the modeling section, other students can stay engaged by chorally calling out vocabulary or steps, helping the student through "phone-a-friend" or by assisting each other, writing down information, making predictions, discussing with partners, etc.

Examples of Assessment:

Formative

(throughout)

- Rubrics
- Class discussions
- Checklists
- Questionnaires
- Journals/progress notes
- Self evaluations
- Observations
- Conferences /interviews
- Peer/self evaluations

Summative

(at the end)

- Rubrics
- Written tests
- Creative assignments
- Presentations
- Portfolios
- Written reports
- Projects/products
- Practical examinations
- Peer/Self evaluation