Session 2
10:10 – 11:30 AM

Effective Lesson Planning

Time spent

Rigor and Relevance

Learning targets

Lesson chunking

Preplan interventions

Effective Learning Environments

Physically safe

Psychologically safe

Welcoming and friendly

Effective Instruction Strategies

Notes are not just words

Grow dendrites

Hook Them Into Relevant Lessons

- If content is irrelevant to the brain, an existing neuron will not connect to another neuron nearby (Jensen, 2008).
- When teachers use concrete examples from students' lives, relational memories are created (Willis, 2007).
- The brain likes novelty because whatever the brain perceives as unusual wakes it up and causes it to produce norepinephrine (Sprenger, 2005).


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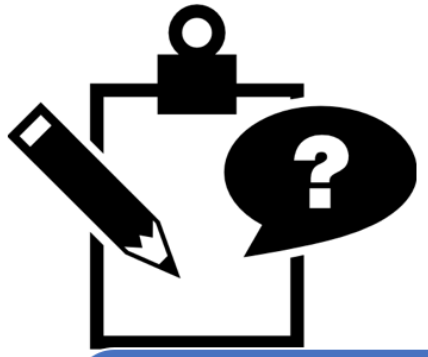
Effective Lesson Planning



Before the class

- Identify the learning objectives
- Plan the specific learning activities, assessments, and the sequence of the lesson
- Create a realistic timeline
- Plan for a lesson closure

During the class

- Share the lesson plan with your students helps keep them more engaged and on track

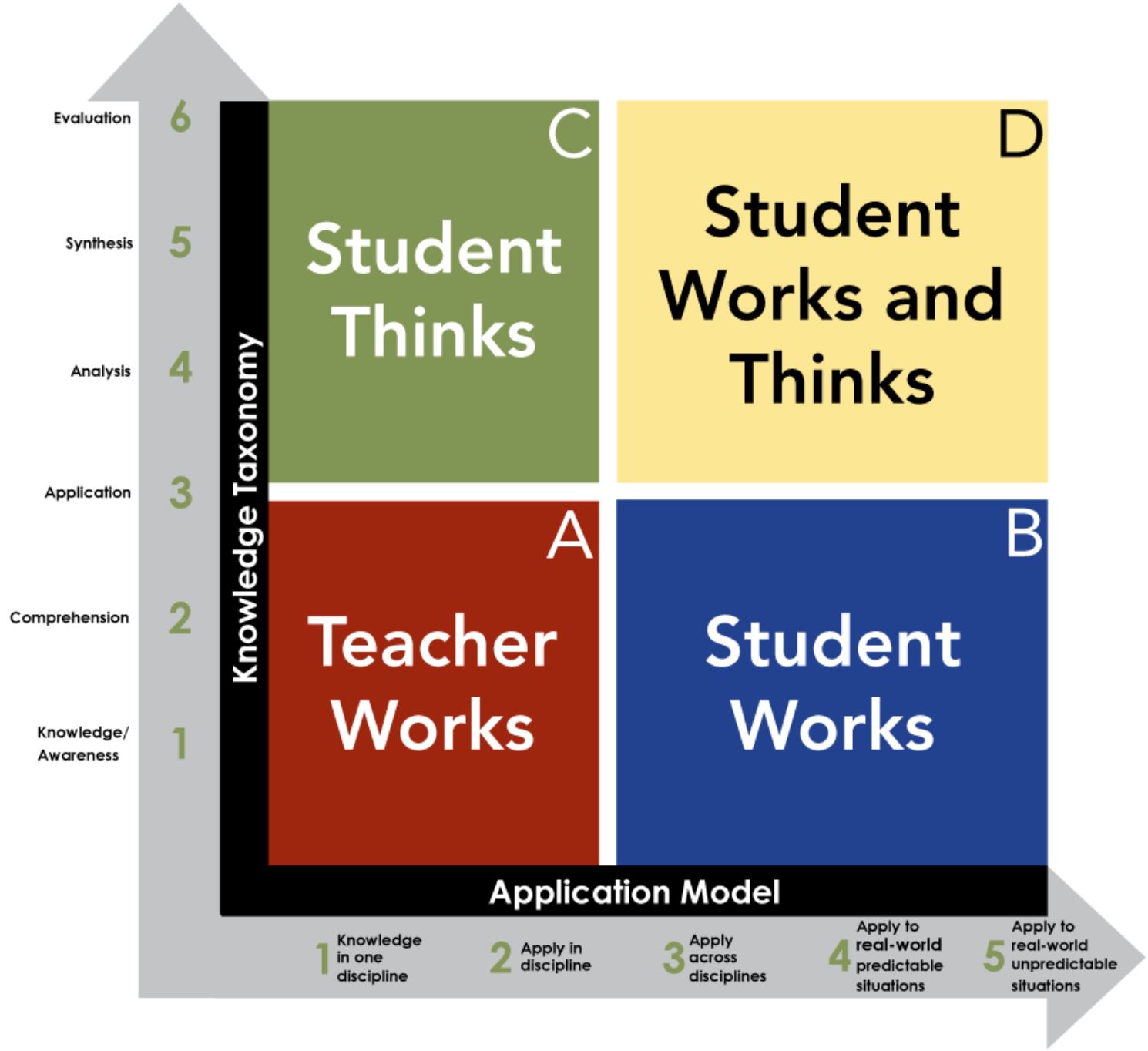
After the class

- Reflect on what worked well and why, and what you could have done differently

- How much time is enough time?
- What format do you use?
- What typically goes wrong when a lesson is under-planned?
- How do you trim if you have over-planned?

Rigor and Relevance

- How do you ensure adequate rigor?
- How do you address misconceptions?
- Do you use any scaffolding techniques?
- What are some examples of the real-world connections you make to ensure relevance?



Learning Targets

- How do you develop an effective learning target?
- How do you communicate the learning target to students?
- How do you ensure the learning target is achieved?

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

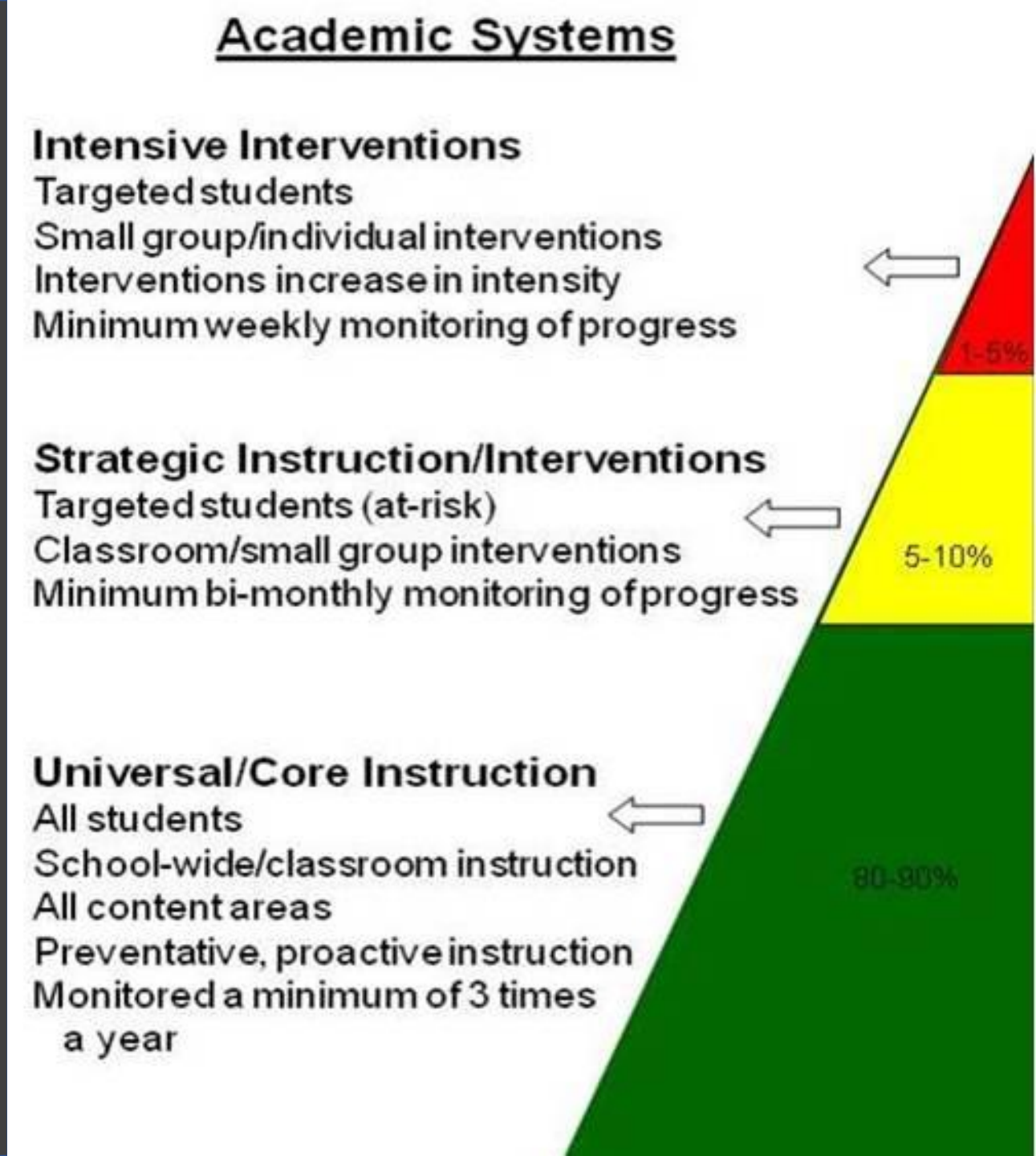
Lesson Chunking

- EXCEL model
- 5-E model
- I do.. We do.. You do
- Input/Output/Input/Output

- How do you reach all learning styles?
- How do you break up the 90-minute period so students are not just sitting still and pasive the whole time?

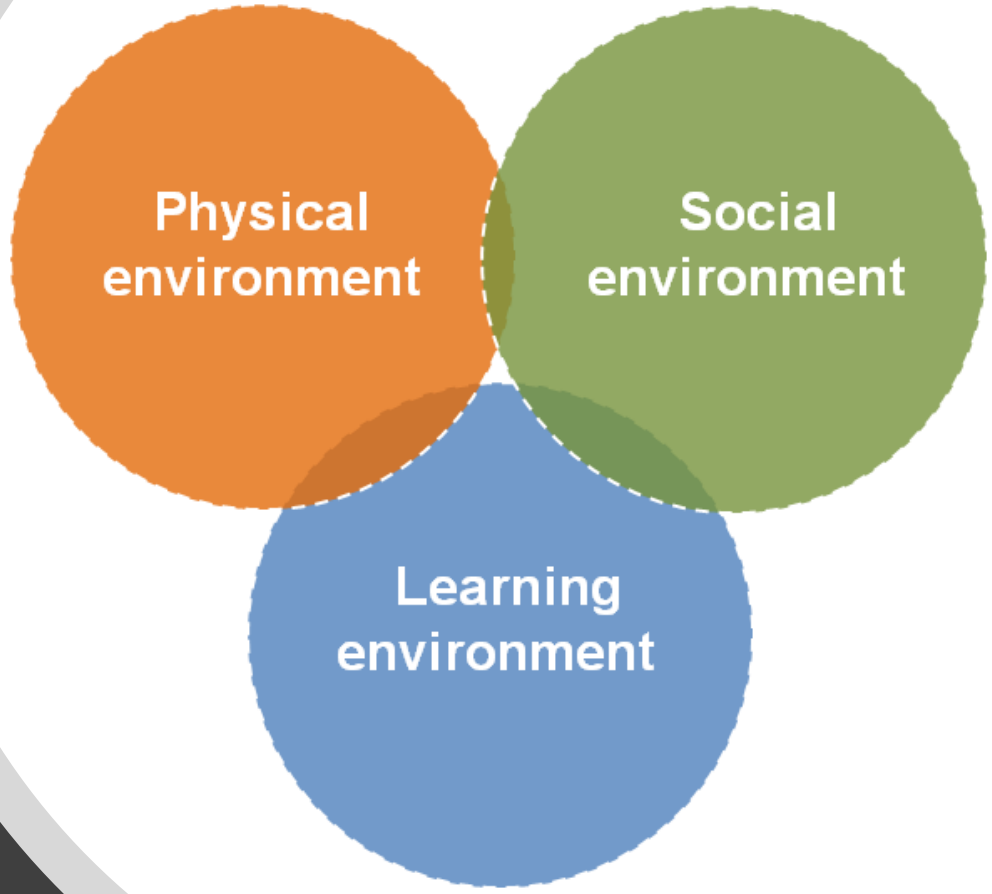
Preplanning Interventions

- Which resources do you use to identify targeted students?
- How do you help students who are struggling with attendance issues?
- What type of strategies do you use to help struggling students?



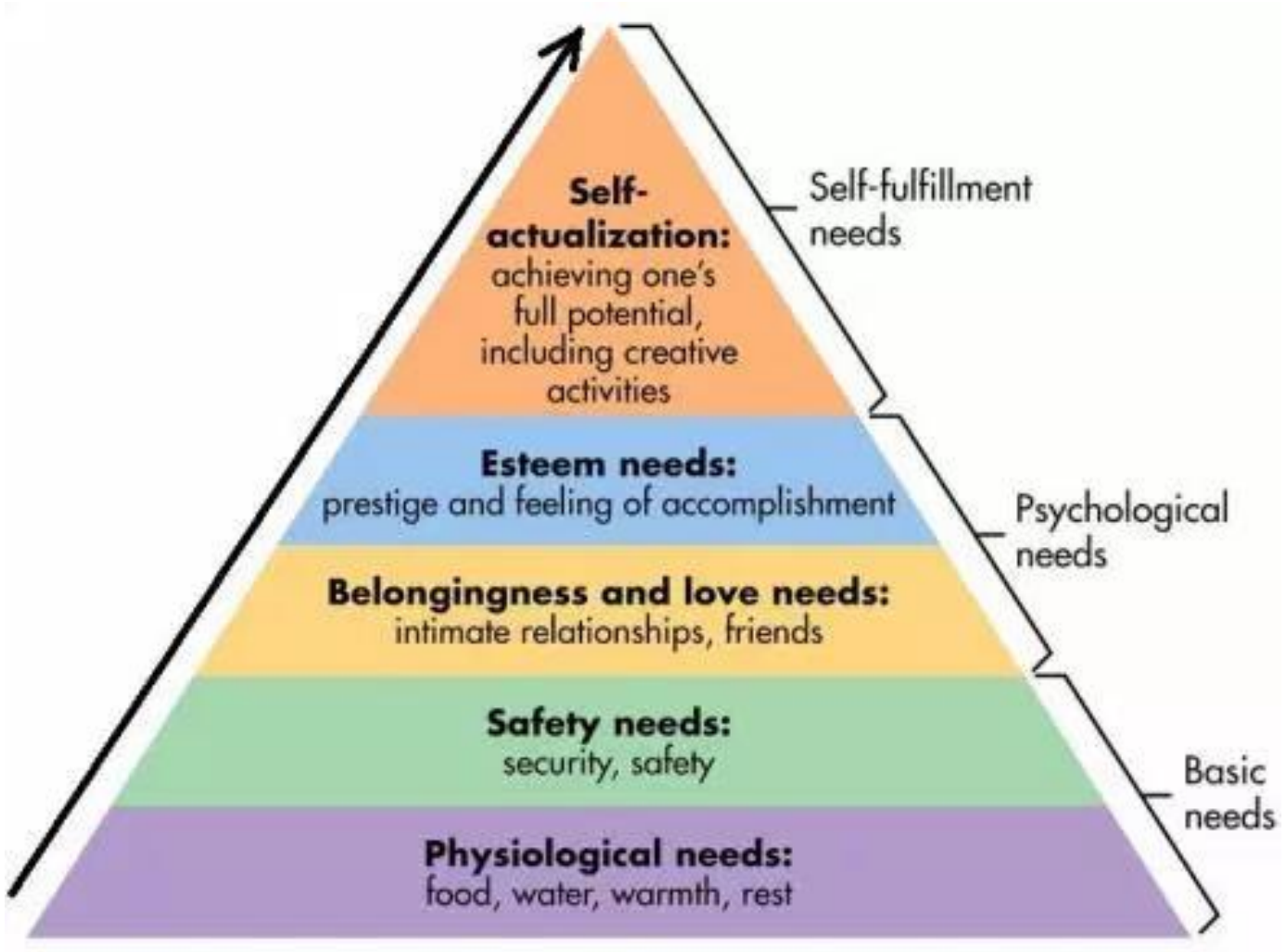
Safe and Healthy Learning Environments

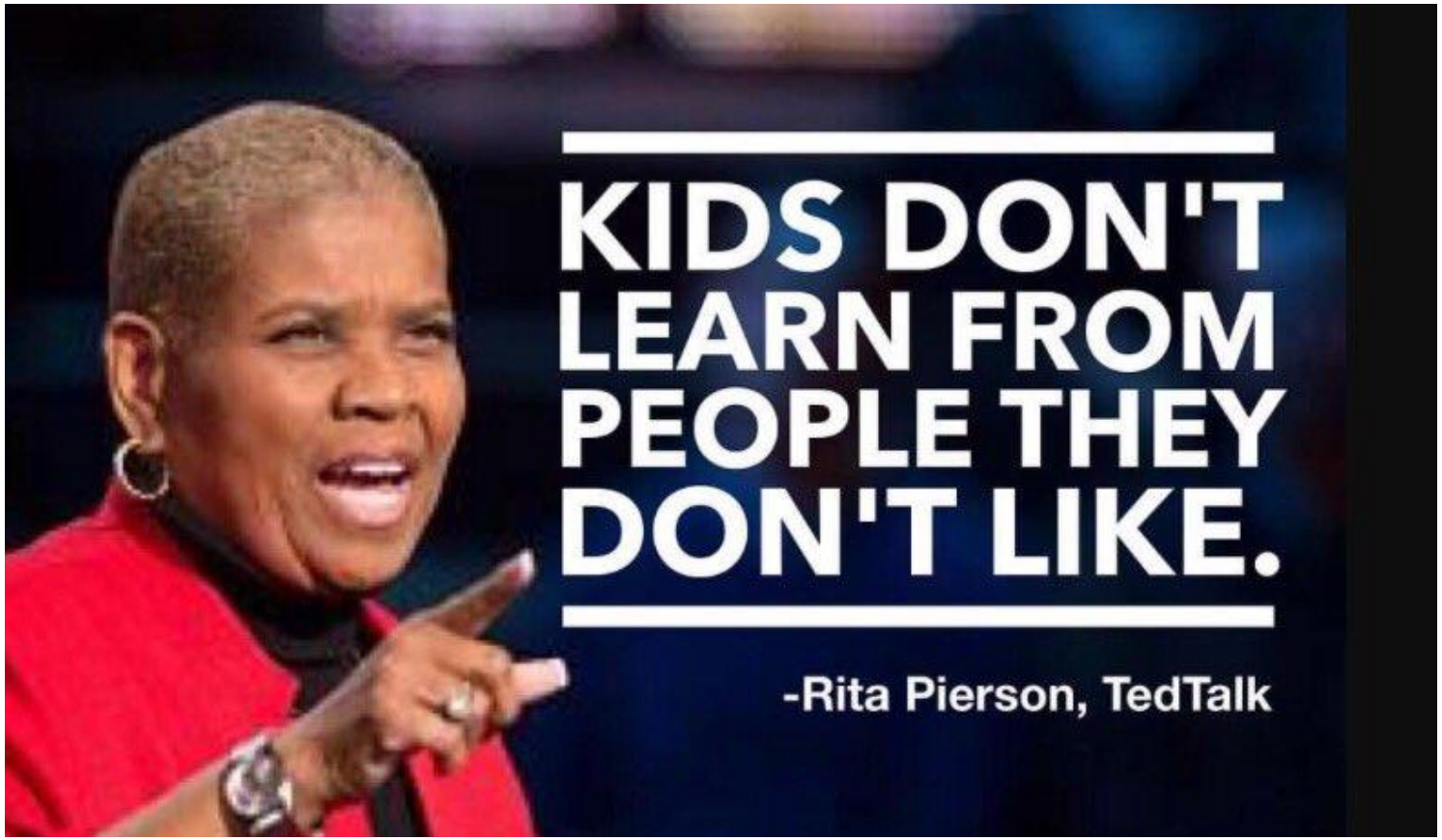
- Door closed and locked
- Air clean and at moderate temperature
- Desks and lab tables cleaned
- Lab equipment put away when not in use
- Clutter and paper reduced
- No funky smells
- Walkways and aisles clear
- NO FOOD



Psychologically Safe Learning Environment

Student Responsibilities
Teacher-Designed Structures
Capturing Kids' Hearts
Del Rio Cares
Structures and Programs



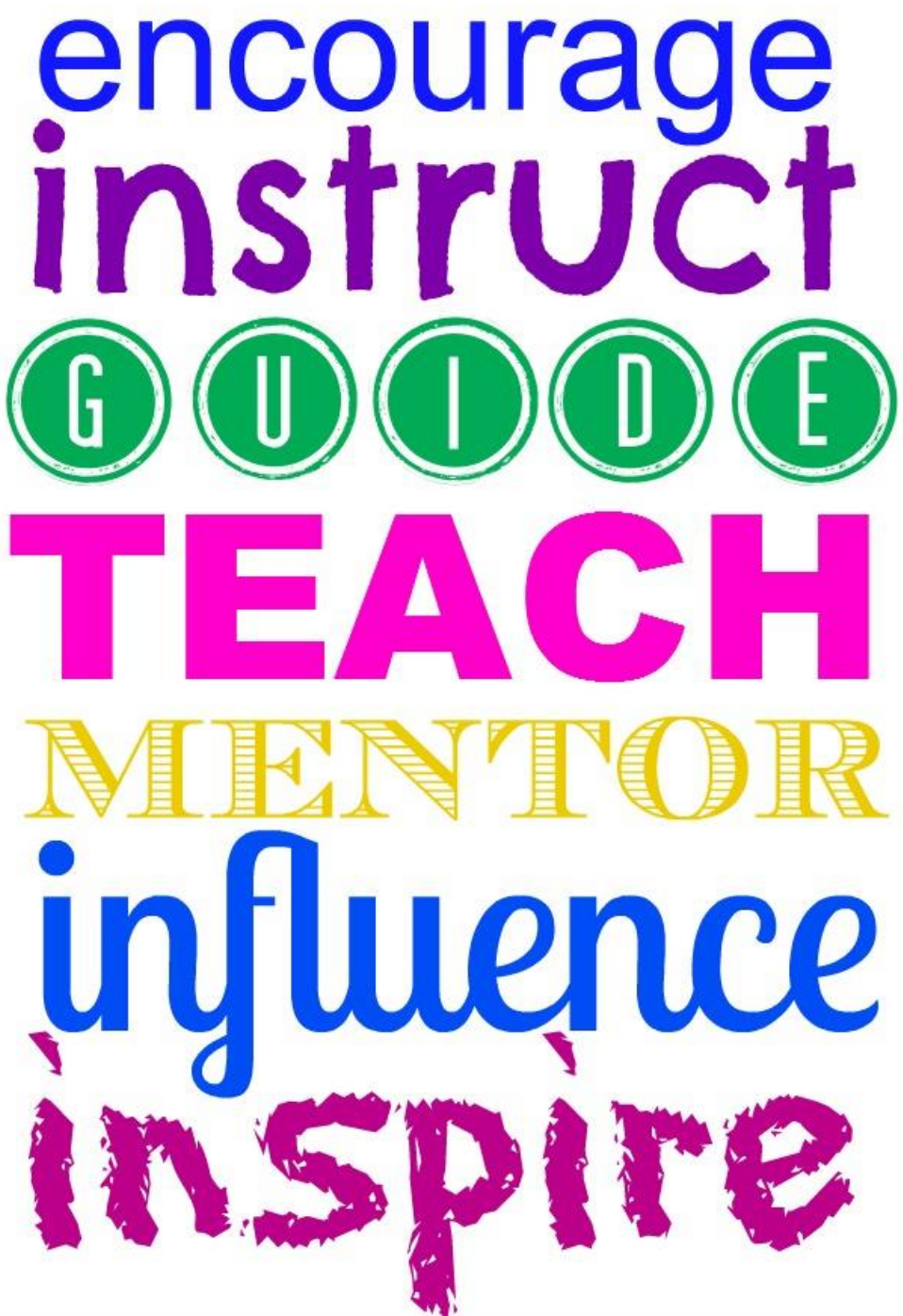


Relationships matter

- One of the main reasons that people engage in activities that they care little about is the value placed on that activity by a person with whom they have a relationship (Jabari, 2013).
- “Remember you are the alpha (leader) in the classroom. Be friendly without being a child with the children (or teenager with teens)” (Cooper & Garner, 2012, p. 43).
- As relationships matter when attempting to teach human beings, a person may not be able to perform as well when he or she does not feel safe with a teacher or a boss (Medina, 2008).

Welcoming and Friendly

- The importance of a handshake
- Nobody learns while bored
- Worksheets don’t grow dendrites



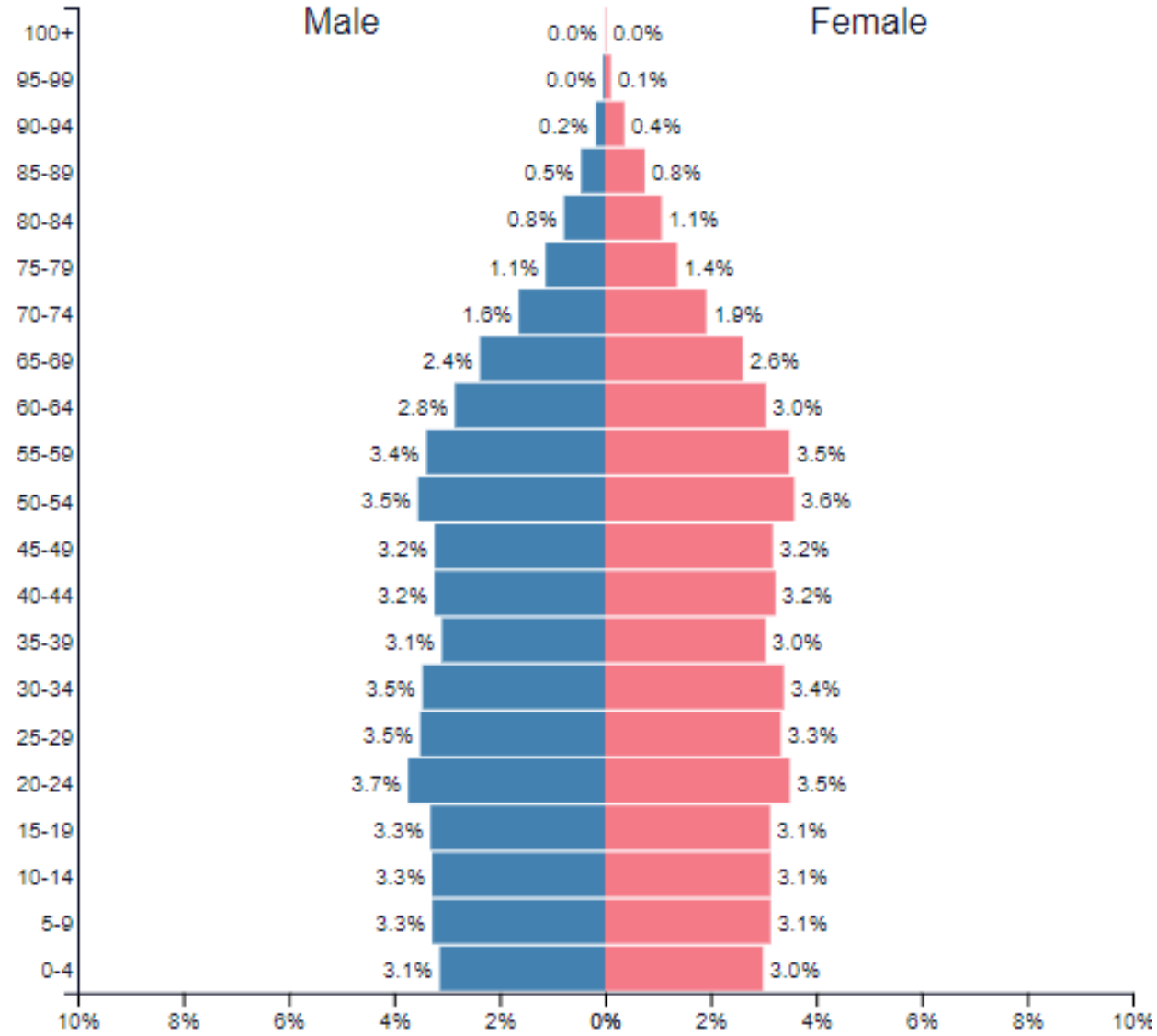
Beyond “Copying Notes”

- Lecture notes on screen are useful for new teachers or new topics
- Allow students time to copy notes
- Don’t talk while they are writing
- Limit notes to 30 words per slide
- Notes should not be just words

United States of America

2015

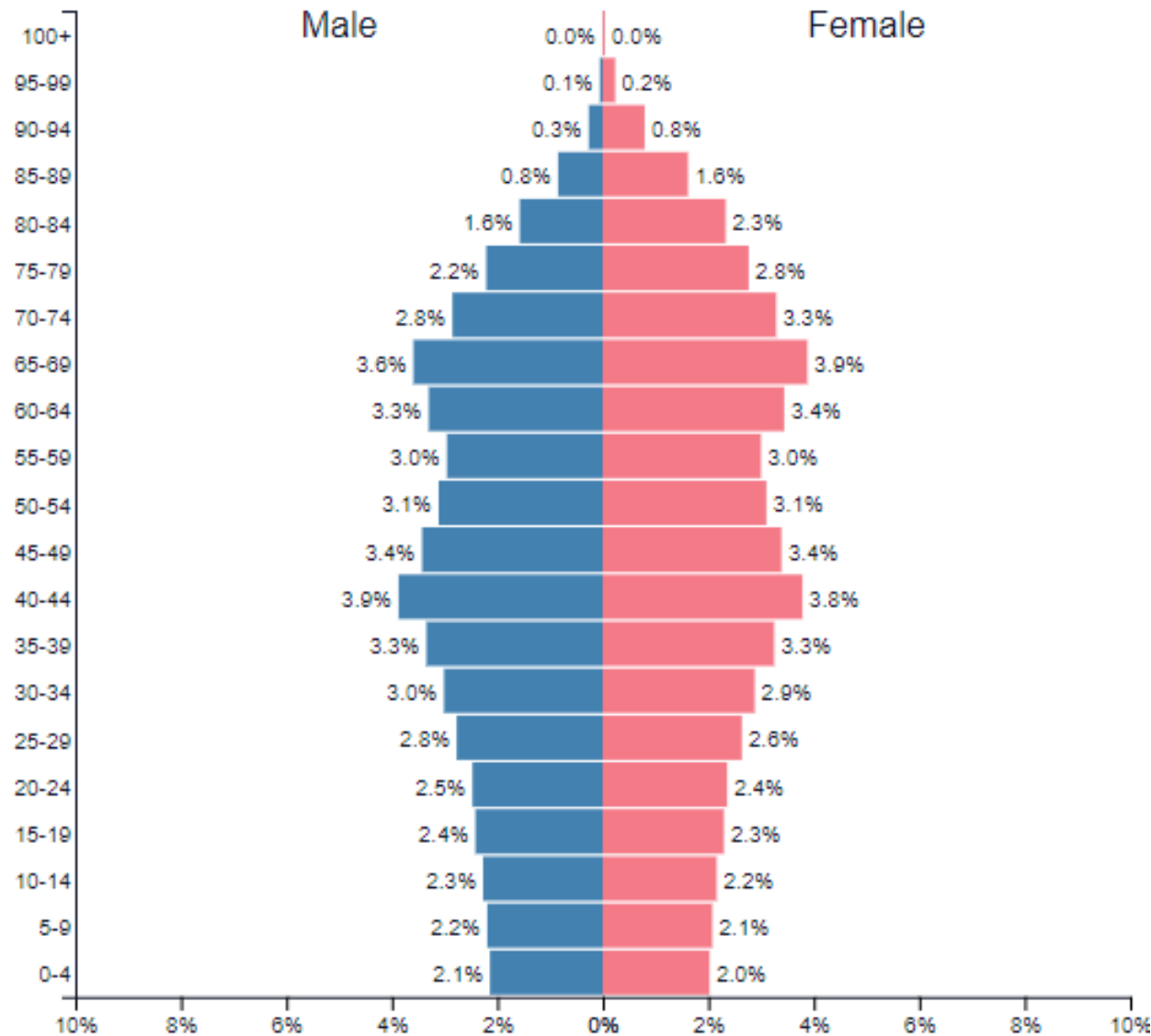
Population: 321,773,631

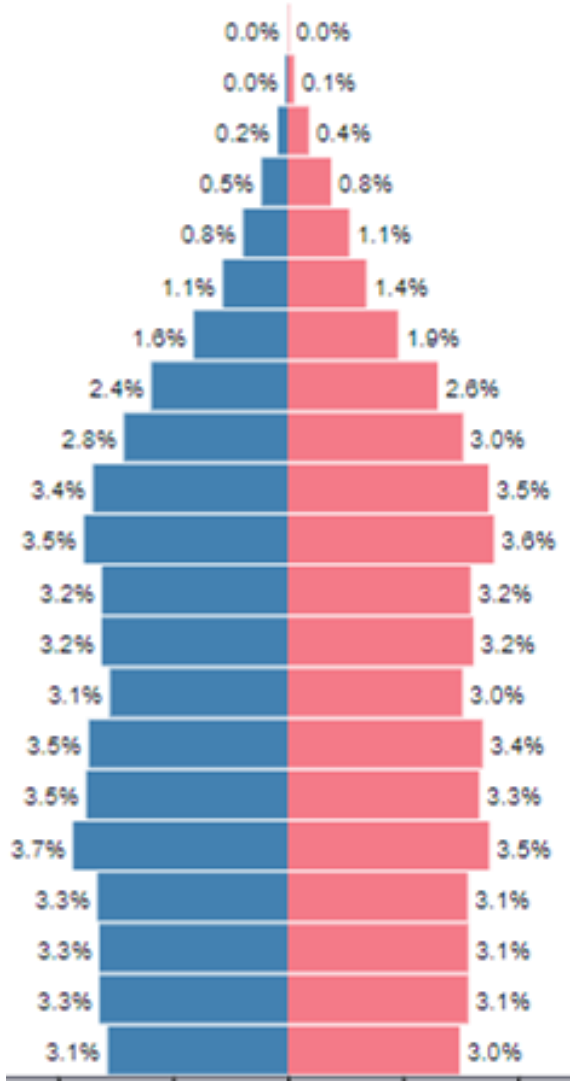


Japan

2015

Population: 126,573,480

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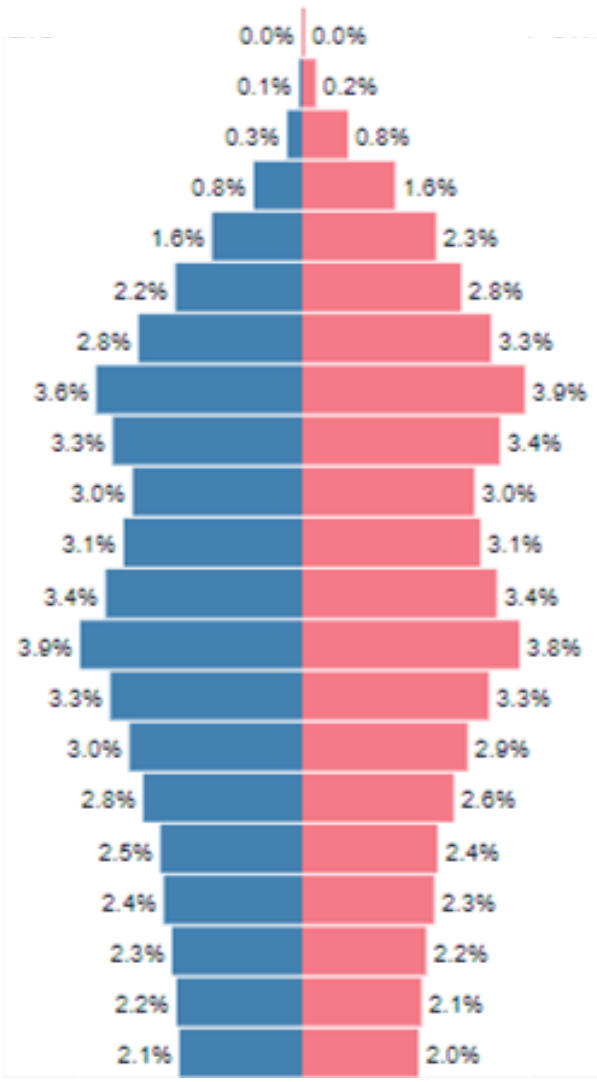
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Marcia Tate's 20 strategies

Worksheets don't Grow Dendrites

take advantage of the way all brains learn best.

Brainstorming and Discussion: We remember what we talk about with others.

Drawing and Artwork: Drawing helps students encode new content for later recall.

Field Trips: We remember where we go in the real world.

Games: When playing a game, the stress level goes down and the retention rate goes up.

Graphic Organizers, Semantic Maps, and Word Webs: Having students design a mind map addresses both hemispheres of the brain.

Marcia Tate's 20 strategies

Worksheets don't Grow Dendrites

take advantage of the way all brains learn best.

Humor: He who laughs most, learns best. – John Cleese

Manipulatives, Experiments, Labs, and Models: There is a strong correlation between what our hands hold and what our minds comprehend.

Metaphors, Analogies, and Similes: Take what is unfamiliar to students and connect it to what is familiar and they will get it.

Mnemonic Devices: Acronyms and acrostics enable students to memorize lists of items.

Movement: Anything the brain learns while the body is in motion is long remembered.

Marcia Tate's 20 strategies

Worksheets don't Grow Dendrites

take advantage of the way all brains learn best.

Music, Rhythm, Rhyme, and Rap: Nursery rhymes and song lyrics learned while we are children are easily remembered as adults.

Project-Based and Problem-Based learning: When students are completing real-world projects or solving real-world problems, comprehension is facilitated.

Reciprocal Teaching and Cooperative Learning: We remember 90% of what we teach to someone else.

Roleplay: Involve me, I understand. Chinese Proverb

Storytelling: The brain remembers stories because they are connected together with a beginning, middle, and end.

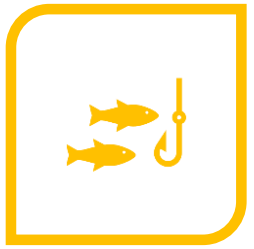
Marcia Tate's 20 strategies

Worksheets don't Grow Dendrites

take advantage of the way all brains learn best.

Technology: Technology is a workplace competency which enables students to be college – or career – ready.

Visualization and Guided Imagery: Everything happens twice: once in the mind and once in reality. – Stephen Covey



Visuals: Show me, I remember. – Chinese Proverb

Work-Study and Apprenticeships: On the job training helps the content make sense.

Writing and Journals: The brain remembers what we write in long hand better than what we type on a computer.

Celebrate Learning

- When students learn something new, the learning should be celebrated (Allen & Currie, 2012).
- Even small improvements in behavior along the way should be celebrated. It is not necessary to wait until students achieve extraordinary results (Patterson, Grenny, McMillan, & Switzler, 2008).
- Be certain that an affirmation or celebration is deserved. Students must feel that their performance warrants the celebration (Jensen, 2003).