develop STUDENT OWNERSHIP through...

Utilizing the Skill of Differentiated Delegation

Session Plan

LEARNING CONTEXT	In order to achieve continued growth, we must support all learners in achieving a common set of goals designed to have the most significant effect on student achievement. Adult learners, even those who are highly educated in the pedagogy of teaching and learning must be treated as individual learners. Each learning needs to have their support differentiated in terms of how they understand the goals of an initiative, received the support, and are held accountable.
LEARNING OUTCOME	School administrators will analyze a schema for delegation that differentiates based on the task, the competence (skill) of the staff member, and the motivation (will) of the teacher in order to develop a differentiated delegation plan for each teacher.
LEARNING PROCESS	**CONTENT** • Review the research regarding differentiated learning that takes into account the capacity and the motivation of the teacher towards a specific initiative. • Analyze a schema for differentiated delegation and determine when to direct, instruct, encourage, or clarify. • Review general guidelines that support the determined delegation approach. **STRATEGIES** • Structured Communication • Academic Vocabulary Development • Close Reading • Gradual Release of Responsibility • Routines • Reflection and Metacognition
LEARNING DEMONSTRATION	Develop differentiated delegation plans.
LEARNING APPLICATION	Implement differentiated delegation plans.

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Encouraging Mathematical Thinking

Session Plan

LEARNING CONTEXT	To be competitive in today's world, all students must be college and career ready in mathematics. In order to be college and career ready, students must master relevant mathematical content and skills and also develop mathematical thinking. It is incumbent upon teachers to support students to think and speak like a mathematician.
LEARNING OUTCOME	Teachers will analyze the eight mathematical practices in order to develop a variety of daily strategies that build the mathematical thinking and speaking of their students.
LEARNING PROCESS	**CONTENT** • Understand those mathematical practices that develop the thinking needed to build higher academic achievement. • Share strategies for integrating those practices in daily lessons. • Develop models that show students how to think and speak like a mathematician. **STRATEGIES** • Structured Communication • Academic Vocabulary Development • Close Reading • Gradual Release of Responsibility • Routines • Reflection and Metacognition
LEARNING DEMONSTRATION	Teachers will develop a variety of daily strategies that build the mathematical thinking and speaking of their students.
LEARNING APPLICATION	Teachers will implement a variety of daily strategies that build the mathematical thinking and speaking of their students.

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Supporting Scholarly Behaviors

Session Plan

LEARNING CONTEXT	To be competitive in today's world, all students must be college and career ready. In order to be college and career ready, students must exhibit those behaviors that lead to scholarly thinking. It is incumbent upon parents and caregivers to support their children to develop those scholarly behaviors that will support their academic advancement. Research shows that consistent encouragement from both educators and parents or caregivers supports academic achievement.
LEARNING OUTCOME	Parents and caregivers will analyze the various scholarly behaviors that lead to academic advancement in order to develop a plan to explain, model, and monitor these behaviors with their children.
LEARNING PROCESS	**CONTENT** • Understand those scholarly behaviors that build toward higher academic achievement. • Share strategies for modeling and building those behaviors in everyday activities. • Develop tips for discussing scholarly behaviors with their child, explaining the importance of these behaviors at school and in life, and giving feedback on their child's progress. **STRATEGIES** • Structured Communication • Academic Vocabulary Development • Close Reading • Gradual Release of Responsibility • Routines • Reflection and Metacognition
LEARNING DEMONSTRATION	Participants will develop an ability to explain, model, and monitor these behaviors with their children.
LEARNING APPLICATION	Participants will implement an ability to explain, model, and monitor these behaviors with their children.