Learning-Focused Strategies

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Adapted from Chris Evans, DRWP
and Aleta Thompson, DWP
What is the Learning-Focused Model?

- A model that provides a planning framework that focuses on learning

Albertson, 2011
Planning for Instruction

What are the essential components of Learning Focused Solutions [LFS] unit/lesson planning?

• Begin with standards and Essential Questions
• Deconstruct the standards (KUD charts)
• Develop meaningful ASSESSMENTS
• Develop STUDENT LEARNING MAPS
• Develop LESSONS and UNITS

Albertson, 2011
Develop The Student Learning Map

The Student Learning Map is a plan for the unit of instruction. It...

• Works as part of a unit launch
• Identifies the key vocabulary of the unit
• Works as an advance organizer
• Links to or builds prior knowledge

Albertson, 2011
Unit Essential Question: How can teachers integrate technology into culturally responsive literacy classroom?

Lesson EQ: What are the non-negotiable components of a research-based literacy classroom?

KEY VOCABULARY
- Premack Principle
- SR classroom
- PBS
- Ratio/Interval reinforcement

Lesson EQ: What are the some classroom management techniques that facilitate learning?

KEY VOCABULARY
- Skill/strategy
- WGRD
- Guided Release Mode
- “Text” appropriateness
- Diff. Inst.
- ** LFS

Lesson EQ: How can I use technology for BEFORE, DURING & AFTER reading lessons?

Lesson EQ: How can technology to improve student writing?

Lesson EQ: What are some online resources I should know about and use?

Lesson EQ: How can incorporating culturally responsive pedagogy improve student learning?
Clearly communicate what students should...  

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
<td>Principles</td>
<td>Skills</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Generalizations</td>
<td>“Dos” start with a verb!</td>
</tr>
<tr>
<td>Terms</td>
<td>“Big Ideas”</td>
<td>e.g. Analyze perspectives related to an issue</td>
</tr>
<tr>
<td>Phrases</td>
<td>e.g. Persuasive writing is used to influence the thoughts and actions of the reader.</td>
<td></td>
</tr>
<tr>
<td>e.g. The components of a persuasive essay</td>
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</tbody>
</table>

Albertson, 2011
# Partial KUD for Lit & Tech in Urban Schools

<table>
<thead>
<tr>
<th>KNOW</th>
<th>UNDERSTAND</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Premack Principle</td>
<td>- Optimal learning occurs when classroom behavior management systems are data-based and consistently implemented.</td>
<td>- Create a school wide PBS</td>
</tr>
<tr>
<td>- SR classroom</td>
<td>- Research-supported tenants of effective instructional practice are essential for student learning</td>
<td>- Post a few rules in class that express positive behaviors</td>
</tr>
<tr>
<td>- PBS</td>
<td>- Utilizing LFS principles of lesson/unit design promotes strong alignment between instruction and standards, facilitates effective instruction for all students, and encourages teacher metacognition</td>
<td>- Implement and monitor consistent interventions for “target” students that are data-based</td>
</tr>
<tr>
<td>- Ratio &amp; Interval reinforcement</td>
<td>- Using a full range of text types and formats that are appropriate for students and instructional goals supports student learning</td>
<td>- Explicitly teach literacy skills along with WGRD strategies for applying skills</td>
</tr>
<tr>
<td>- Skill/strategy</td>
<td>- Differentiating instruction through a range of instructional activities – including process, product and materials – supports student learning.</td>
<td>- Consistently utilize the guided release of responsibility model</td>
</tr>
<tr>
<td>- WGRD</td>
<td></td>
<td>- Use LFS lesson template to create lessons</td>
</tr>
<tr>
<td>- Guided Release of Responsibility Model</td>
<td></td>
<td>- Select texts that are appropriate for instructional goals and student population</td>
</tr>
<tr>
<td>- Principles of Learning Focus [LFS] lesson design</td>
<td></td>
<td>- Use student data to select appropriate DI strategies to accommodate needs of all learners</td>
</tr>
<tr>
<td>- “Text” appropriateness indicators and guidelines</td>
<td></td>
<td></td>
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<tr>
<td>- Principles of Differentiated Instruction [DI]</td>
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</tbody>
</table>

* Class for March 3
Standards-driven Common Assessments

The KUD Organizer shows WHAT to assess; you need to think about HOW you will assess it.

<table>
<thead>
<tr>
<th>Knowledge can be assessed through:</th>
<th>Understanding can be assessed through:</th>
<th>Skills (Do) can be assessed through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice</td>
<td>Constructed response</td>
<td>Observations</td>
</tr>
<tr>
<td>Short answer</td>
<td>Performance task</td>
<td>Checklists</td>
</tr>
<tr>
<td></td>
<td>Product</td>
<td>Work samples</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Constructed Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essays</td>
</tr>
</tbody>
</table>
Acquisition Lesson

A lesson designed to help learners acquire new knowledge regarding important concepts and skills as directed by state standards. During the lesson the student will be given opportunities to link prior knowledge, create meaning, and internalize skills.

Albertson, 2011
The Learning-Focused Acquisition Lesson Plan Follows a Simple Framework

1. **Essential Question for the Lesson**
2. **Activating Strategy**
3. **Teaching Strategies** (be careful...these more instructional activities that facilitate a learning strategy)
4. **Summarizing Activity**

Albertson, 2011
## Acquisition lesson for March 3 class

**Essential Question:** *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

What are the non-negotiable components of a research-based literacy classroom?

### KUD: What must students know, understand and do to achieve learning goals?

**“KNOW”** (noun phrases – literal level knowledge)
- WGRD: Skill vs. Strategy, Guided Release of Responsibility Model; LFS template

**“DO”** (verbs: range from low level skills to critical thinking skills)
- Explicitly teach literacy skills along with WGRD strategies for applying skills
- Consistently utilize the guided release of responsibility model
- Use LFS lesson template to create lessons

**“UNDERSTAND”** (the enduring understanding that gets at Essential Question)
- Research-supported tenants of effective instructional practice are essential for student learning
- Utilizing LFS principles of lesson/unit design promotes strong alignment between instruction and standards, facilitates effective instruction for all students, and encourages teacher metacognition

Albertson, 2011
## Formative Assessment Prompts:

(How will you know students are making progress toward learning goals? BRIEFLY list the assessment topic you will embed within this lesson. For a shorter lesson, only 1 AP may be necessary; for longer lesson, 3 or more may be appropriate)

<table>
<thead>
<tr>
<th>AP #1 topic:</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP #2 topic:</td>
<td>NA</td>
</tr>
<tr>
<td>AP #3 topic:</td>
<td>NA</td>
</tr>
</tbody>
</table>

## Standards:

- CCSS literacy standard *(spell out – do not just list a number)*

  NA
### March 3 class Acquisition lesson - continued

<table>
<thead>
<tr>
<th>Activating:</th>
<th>Key Vocabulary to preview:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge? This would generally be a BEFORE reading activity)</em></td>
<td><em>(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)</em></td>
</tr>
</tbody>
</table>

| Have students read Creole fairy tale and “Evolution/mutation” article. Have students share feelings about difficulties comprehending and what it feels like to “struggle” as a reader. | - Skill/strategy  |
| - What Good Readers Do | - Guided Release of Instruction Model |
Strategic Learning Activities: (What specific, research-based teaching practices will you use to engage students in their learning? e.g. distributed guided practice, numbered heads, collaborative pairs, think-pair-share, jigsaw, exit tickets, note to absent student, writing-to-learn strategies, etc.)

Think-pair-share, gallery walk, exit ticket

Graphic Organizer(s) Used: (What graphic organizers or other organizational tools will you use to help students organize their learning?)

SLM, LFS template

Materials Needed: (What specific materials – from annotated bibliography – will you need to present this lesson?)

Creole fairy tale, Albertson, et al article, power point, LFS template
March 3 class Acquisition lesson - continued

Instructional Plan: [EXPLICIT, step-by-step description of HOW you will provide instruction and/or specific learning experiences (guided release model), which lead students to the understanding necessary to respond to each formative assessment prompt? What will be the sequence of these learning experiences? Be sure to embed explicit BEFORE, DURING, &/OR AFTER reading strategies]

Instruction Chunk #1 Debrief results of pair-share after reading texts in Activating activity. Emphasize that much of that discomfort will be discussed/addressed in later class. Review goals of this class, via Power point. Follow Power point through theoretical implications of What Good Readers Do literature. Clarify difference between skill and strategy.

Assessment Prompt #1: Have students look at lesson plan brought to class and identify WGRD strategies utilized. Note gaps.

Instruction Chunk #2 Follow Power point through Guided Release of Responsibility Model. Clarify think-aloud. Ask for student to model think-aloud.

Assessment Prompt #2: Have students look at lesson plan brought to class and identify Gradual Release of Responsibility embedded. Note gaps.

Instruction Chunk #3: Introduce LFS...

Assessment Prompt #3: Have students attempt to “retrofit” their lesson plan to fit LFS template. Note gaps.

Collect....
March 3 class Acquisition lesson - continued

*Summarizing Strategy: (How will students summarize what they have learned as a result of the lesson to provide evidence of their understanding, in relation to the lesson essential question? Examples: Exit Ticket, 3-2-1, Answer the EQ, writing-to-learn exercise, etc.?)

Exit ticket:
What idea(s) from tonight’s class reinforced or clarified what you already do?
What idea(s) from tonight’s class was “new” to you?
What idea(s) from tonight’s class left with you with questions?

Assignment(s): (What summative assessment will students do to prepare for, reinforce and/d their understanding?)

Final portfolio exhibit includes 3 literacy lessons, which effectively utilize LFS lesson format.