

Learning-Focused Strategies

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What is the Learning-Focused Model?

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



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



Develop The Student Learning Map

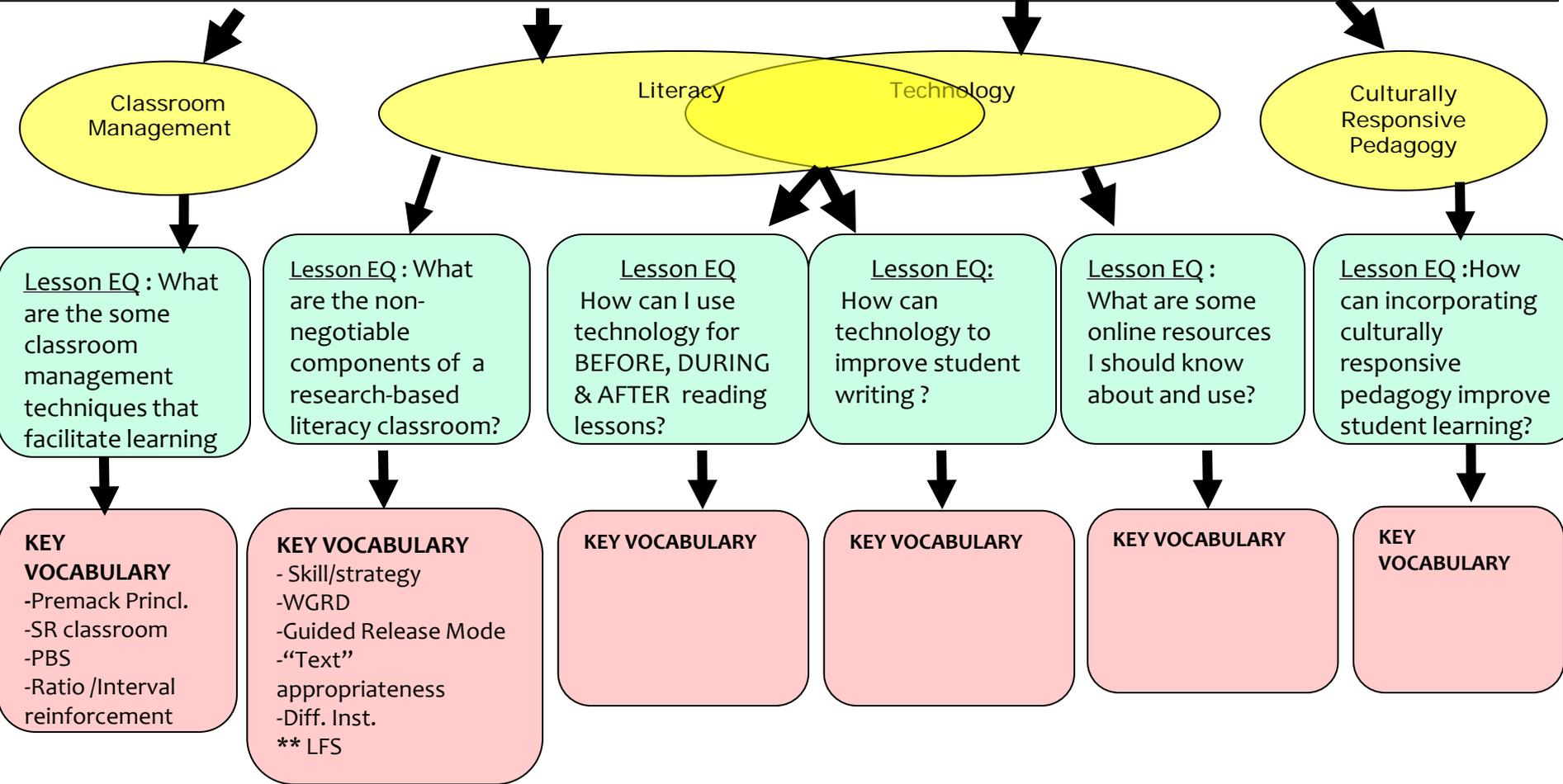
The Student Learning Map is a plan for the unit of instruction. It...

- 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



SLM - Literacy and Technology in Urban Schools

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





Clearly communicate what students should...

Know	Understand	Do
<ul style="list-style-type: none">• Facts• Vocabulary• Terms• Phrases <p>e.g. The components of a persuasive essay</p>	<ul style="list-style-type: none">• Principles• Generalizations• “Big Ideas” <p>e.g. <i>Persuasive writing is used to influence the thoughts and actions of the reader.</i></p>	<ul style="list-style-type: none">• Skills• “Dos” start with a verb! <p>e.g. <i>Analyze perspectives related to an issue</i></p>

Partial KUD for Lit & Tech in Urban Schools

KNOW	UNDERSTAND	DO
<ul style="list-style-type: none"> -Premack Principle -SR classroom -PBS -Ratio & Interval reinforcement - Skill/strategy -WGRD -Guided Release of Responsibility Model - Principles of Learning Focus [LFS] lesson design - <i>“Text” appropriateness indicators and guidelines</i> -<i>Principles of Differentiated Instruction [DI]</i> <p>* Class for March 3</p>	<ul style="list-style-type: none"> - Optimal learning occurs when classroom behavior management systems are data-based and consistently implemented. - 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 -<i>Using a full range of text types and formats that are appropriate for students and instructional goals supports student learning</i> -<i>Differentiating instruction through a range of instructional activities - including process, product and materials – supports student learning.</i> <p>* Class for March 3</p>	<ul style="list-style-type: none"> - Create a school wide PBS - Post a few rules in class that express positive behaviors - Implement and monitor consistent interventions for “target” students that are data-based - 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 -<i>Select texts that are appropriate for instructional goals and student population</i> -<i>Use student data to select appropriate DI strategies to accommodate needs of all learners</i> <p>* Class for March 3</p>

Standards-driven Common Assessments

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

Knowledge can be assessed through:	Understanding can be assessed through:	Skills (Do) can be assessed through:
Multiple choice Short answer	Constructed response Performance task Product Presentation	Observations Checklists Work samples Portfolios Constructed Responses Essays



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.



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**

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

March 3 class Acquisition lesson - continued

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)*

AP #1 topic:

AP #2 topic:

NA

AP #3 topic:

Standards:

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

NA

March 3 class Acquisition lesson - continued

Activating: *(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)*

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.

Key Vocabulary to preview: *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- Skill/strategy
- What Good Readers Do
- Guided Release of Instruction Model

March 3 class Acquisition lesson - continued

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.