

Wednesday, February 27, 2013

Characteristics of Effective Instruction: Teaching for Learner Differences
Facilitation Guide

Materials Needed:

- Two Iowa Core Documents: Characteristics of Effective Instruction/Teaching for Learner Differences and Innovation Configuration Map/Teaching for Learner Differences (hard copy or on website, one per person)
- Four A's Recording Sheet (hard copy or on website, one per person)
- Collaborative Learning Team Agenda (hard copy or on website, one per team)

The Process:

1. Review the Purpose, Learning Goals, and Success Criteria from the CLT Agenda.
2. Distribute the Teaching for Learner Differences, the Four A's Text Protocol Recording Sheet, and the Innovation Configuration Map. (hard copy or e-copy on website)
3. All team members read the research brief silently, highlighting important sentences/phrases and making notes to answer the following four questions:
 - What Assumptions does the author of the research brief hold?
 - What do you Agree with in the research brief?
 - What do you want to Argue with in the research brief?
 - What parts of the research brief do you want to Aspire to?
4. In a round, have each teacher identify one assumption in the research brief, citing the exact location within the text as evidence.
5. Either continue in rounds for each "A" or facilitate a conversation in which the team talks about the research brief in reference to each remaining "A" - what do teachers want to argue with, agree with, and aspire to within the stated research brief. Give each "A" time for full exploration by all team members.
6. End the session with an open discussion framed around the questions:
 - a. How can previous PD topics be utilized when Teaching for Learner Differences? (i.e. Assessment for Learning, Effective Feedback, CRISS, etc.)
 - b. What implication does this research and our discussion mean for our classroom practices of Teaching for Learner Differences?
7. Debrief the use of the protocol.
8. If time permits, have each member of the group individually honestly self assess and record on the Innovation Configuration Map their current level of implementation of the six attributes of Teaching for Learner Differences. If running short on time, this becomes an action to take before our next CEI meeting. Each member of the CLT should keep their own copy of the IC Map.
9. A designated recorder for the group completes the Collaborative Team Agenda. One copy should be kept in the team's materials folder. Make sure the folder is returned to Mr. Wall.