

Educator's Resource Guide

Session Facilitation Guide



ACTIVE LEARNING
FOCUS



FEEDBACK
FOCUS

SINGLE SESSION – Facilitation Guide

RESOURCES

- [Educator's Resource Guide Thought Catcher](#)
 - [Set 1: Pedagogical Methods and How Students Learn](#)
 - [Set 2: Daily Work of Teaching](#)
 - [Set 3: Meeting the Needs of All Learners](#)

SESSION PREP

SESSION GOALS

After you lead this session, participants will be able to understand and apply knowledge of three sets of key teaching terminology in order to develop effective plans for the classroom. Each set of terminology relates to the work of a teacher in different ways:

- concepts related to pedagogical methods and how students learn,
- terms related to the daily work of teaching, and
- crucial terms and acronyms you need to know to meet the needs of all learners in your classroom.

HOW TO PREPARE

1. Preview the full session and [activity directions](#) on the next page.
2. Make a plan for pacing and collaboration: will participants work...
 - independently, completing this activity on their own time before a deadline you set,
 - in pairs or small groups during a synchronous session, or
 - in some combination of the above? (Starting together in a synchronous session, finishing independently.)
3. Review the suggested takeaways and follow-up. Edit for your needs.

4. Once you have edited the directions as you see fit, print copies of or share electronic access to the [Educator's Resource Guide Thought Catcher](#) and make sure participants have access during the session.
5. Consider sharing the terms on pages 2 and 3 of the thought catcher ahead of time with participants, and asking them to sort them before the session.
6. Review and print copies or share electronic access of the resources in Activity 2 of the thought catcher.

ACTIVITY DIRECTIONS

WHOLE GROUP

SAY: Before a neurosurgeon ever steps foot in an operating room, they have to learn hundreds of terms and concepts specific to their field. Before a mechanic can diagnose and repair a problem, they need to know the difference between a timing belt and a timing chain and a hundred other car parts and functions. Before a teacher ever meets their students, they need to know...what?

If you've been a high school student, it's easy to assume that you know what goes on in a high school class. But experience as a high school student does not translate to a comprehensive understanding of the key concepts and foundational terminology needed in order to practice the complex, professional skill that is teaching. As a student, you saw the end result of your teachers' planning and decision-making processes, whether they were effective or not. Your teachers probably never referenced learning theories, pedagogical concepts, or instructional strategies when they assigned work.



REFLECTION

Ask participants to take a few minutes to reflect on why understanding foundational terminology is crucial to their future work as a teacher. They can write, think silently, or think-pair-share their reflections.

Suggested reasons, for discussion:

- Making both high-level and daily decisions as a teacher
- Making the greatest impact on student learning (effective lesson planning, effective feedback, etc.)
- Teacher confidence
- Communication with parents, administration, and colleagues (making research-based choices in the classroom, being able to share why you make the choices you make)

INDIVIDUAL OR SMALL GROUP PRACTICE

SAY: *If you think back to your own experiences in high school, you probably saw your teachers doing three basic things: planning to teach, actually teaching, and grading.*

Those three categories seem simple enough on the outside, but actually encompass a variety of decisions, strategies, interactions, and routines. They all impact how well students learn, as well as how teachers feel about their work at the end of the day. And they all have specific names that you may or may not be familiar with, names that go well beyond planning, teaching, and grading.


Taking the time to become familiar with these terms will also save you from a lot of stress before you dive in to planning your first unit, attend your first department meeting to discuss assessment data, get observed by an administrator, or have your first parent-teacher conference.

Check out the Activity 1 in the [thought catcher](#), which includes three sets of terminology:

1. concepts related to pedagogical theories and how students learn
2. terms related to the daily work of teaching, and
3. crucial terms and acronyms you need to know to meet the needs of all learners in your classroom.

Some you might recognize, and others may be totally unfamiliar. Rank your familiarity with each one by sorting them into three categories.

NOTE: Participants will use one of the two sorting options described in the activity directions of the thought catcher depending on whether or not the thought catcher is printed or an electronic copy.

 **TIME CRUNCH:** Share the three sets of terminology with participants ahead of time and ask them to sort the terms prior to the session.



ACTIVE LEARNING

Begin a jigsaw activity and group participants into three groups. Group one can work with Set 1, Group 2 can work with Set 2, and Group 3 can work with Set 3. Each group can work through their set together and share their terms and explanations in another group as an “expert” on their set of terms.

INDIVIDUAL OR SMALL GROUP PRACTICE

SAY: It's time to do the type of learning you will want your students to do. You want them to be curious and investigate. So, demonstrate your capacity for growth and willingness to learn by embracing the challenge of learning the terminology you were unfamiliar with.

Because you've already sorted the list of terms, you can focus your efforts on the biggest priority: the terms you definitely don't know.

***Start with just the first set of terms.** Make a plan to investigate and document the meaning of the completely unfamiliar terms in that set first, followed by the words you "maybe know." Because you are an advanced learner, with strong metacognitive skills, you know how you learn best.*

Activity 2 of your [thought catcher](#) includes suggestions and resources to get started, but you should choose a strategy that best meets your learning style so that you can learn, retain, and apply this new information.

As you review the resources and encounter terms, add to your notes with definitions, examples, or questions you have. Remember you are going to repeat this process with the second and third sets of terms, so bookmark any resources you want to have on hand for this quest and for your future use during the school year.



ACTIVE LEARNING

If you started a jigsaw, then participants will research just the terms in their set, as a group. They should be prepared to represent this group as an expert in their next group, and share information.



DIFFERENTIATE

Invite participants or small groups to pick 1-3 words from their set to add to a shared [word wall](#). If you choose this option, prepare materials ahead of time for participants to create their word cards. At the end of the session, participants can choose words to take with them to hang near their desk in their own classroom, as a reminder.

WHOLE GROUP

SAY: How did that go? You found the definitions for the unfamiliar terms, but are those terms now actually familiar? If someone asked you to teach them the meaning of those terms or describe how they will apply to the work you will be doing as a teacher, could you?

It may be that the plan you chose is the perfect choice as you move forward to investigate the second and third sets of terms. Or you might have found that you need to alter your plan. Are you getting a deep enough understanding of the terms? Do you need more examples? Do you want to change the way you take your notes or document patterns and connections?



REFLECTION

Ask participants to take a moment to reflect on the strategies they used and how effective they were for them; they can write, think silently, or share with a partner. Participants should then make a plan to tackle the unfamiliar words in the second and third sets - what will they do the same? What will they do differently?

SAY: It's time to hit the books again. Armed with your revised strategy (or your original plan), dive into the unfamiliar terms from the final two sets: terms for the daily work of teaching and terms you need to meet the needs of all learners. Remember to document what you learn and take note of any questions that come up.



ACTIVE LEARNING

If you began a jigsaw earlier, each member will now represent their first group as the “expert” in a new group. They can add to a shared group document to make a reference guide, or just share information and each group member can write it down individually.

TAKEAWAYS



TANGIBLE TAKEAWAY

Choose a tangible takeaway for your session from the options below, or customize the options below and let participants choose.

Option 1: Mark or note terms you are still unsure about, and make a plan to understand them.

Option 2: Introduce 1-3 terms to a peer in the session. How would you explain these terms?

Option 3: Make a plan to reflect or revisit these terms throughout the year.

Option 4: Consider the strategies used to offer agency and choice during this session, while you were learning new vocabulary. What is one strategy you could try in your classroom and use with your students? How would you implement it?

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