

LEARNING-FOCUSED

SOLUTIONS THAT WORK!

www.LearningFocused.com
PHONE: 866-95-LEARN
FAX: 866-77-LEARN

Preparing for Learning-Focused Workshops

It is important to prepare teachers for each Learning-Focused workshop before it occurs. Teachers need to know what they are attending and why, and what your expectations for implementation are following the training.

PRIOR TO THE TRAINING -

- a. Share your commitment to implementation of the Learning-Focused Schools Model and learning solutions.
- b. **Download and share the Learning-Focused Overview PowerPoint from: www.LearningFocused.com**
(click on "The Essentials" and then "Implementation Resources" to find the Learning-Focused Overview Presentation)
- c. Use the following pages with teachers to discuss the purpose and intent of the training.
- d. Purchase the appropriate notebooks and flipcharts for all participants and distribute it at the first day of the training.

Every participant must have a handbook!

DURING THE TRAINING –

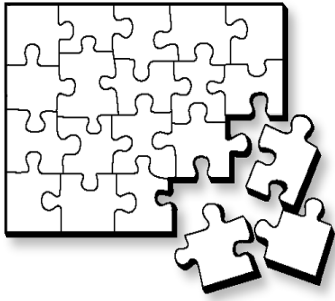
Principals or school system leaders should:

- a. Attend the Learning-Focused workshop with teachers. This is a requirement. All administrators must attend the workshop at least once, and at least one administrator must attend the workshop every time it is presented.
- b. An administrator must be present (no exceptions) during the assignments portion of Day 2 and Day 4 of the Learning-Focused Connecting Strategies workshop in order to give assignments and provide support.

AFTER THE TRAINING –

- a. Set expectations again. Continue to increase the expectations every 4 – 5 weeks.
- b. Conduct Reflection Meetings with participating teachers and teams.
- c. Conduct quick Monitoring Walkthroughs to support and encourage, not evaluate.
- d. Collaborate with Learning-Focused Associates in order to provide additional support for teachers.

**PO BOX 2112, BOONE
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Learning-Focused Workshops

What is the goal of the Learning-Focused Schools Model?

A focus on continuous improvement through consistent and pervasive use of exemplary practices until all students are performing on or above grade level.

What is the purpose of Learning-Focused workshops?

- Participants will discuss and experience exemplary practices for increasing learning and achievement.
- Participants will learn to implement a standards driven framework for designing lessons and units focused on learning, using exemplary practices.
- Participants will learn numerous research-based strategies for actively engaging students in learning.

What do we mean by exemplary practices?

The practices and strategies used by teachers in exemplary schools, where 90% of the students are performing at or above grade level. This is a research-based model – this is truly learning that works!

What is the expectation of workshop participants?

Teachers are expected to choose one course or subject where they will try the exemplary practices on a consistent basis. **It is highly suggested that participants bring curriculum guides, teacher textbook editions, and other resources to use when developing lessons and units in the workshop.**

Administrators are expected to set expectations for teachers, assess progress and provide support. Frequent classroom walkthroughs and small group conferences are important to accountability and support.

Administrators must attend the Learning-Focused training to provide the necessary support for teacher implementation.

The Learning-Focused® Workshop

This organizer provides a picture of the 4-day LEARNING-FOCUSED: Connecting Strategies and Planning Learning Units workshop.

Key Learning: The LEARNING-FOCUSED model is a framework for planning and delivering instruction using exemplary practices with a focus on learning.

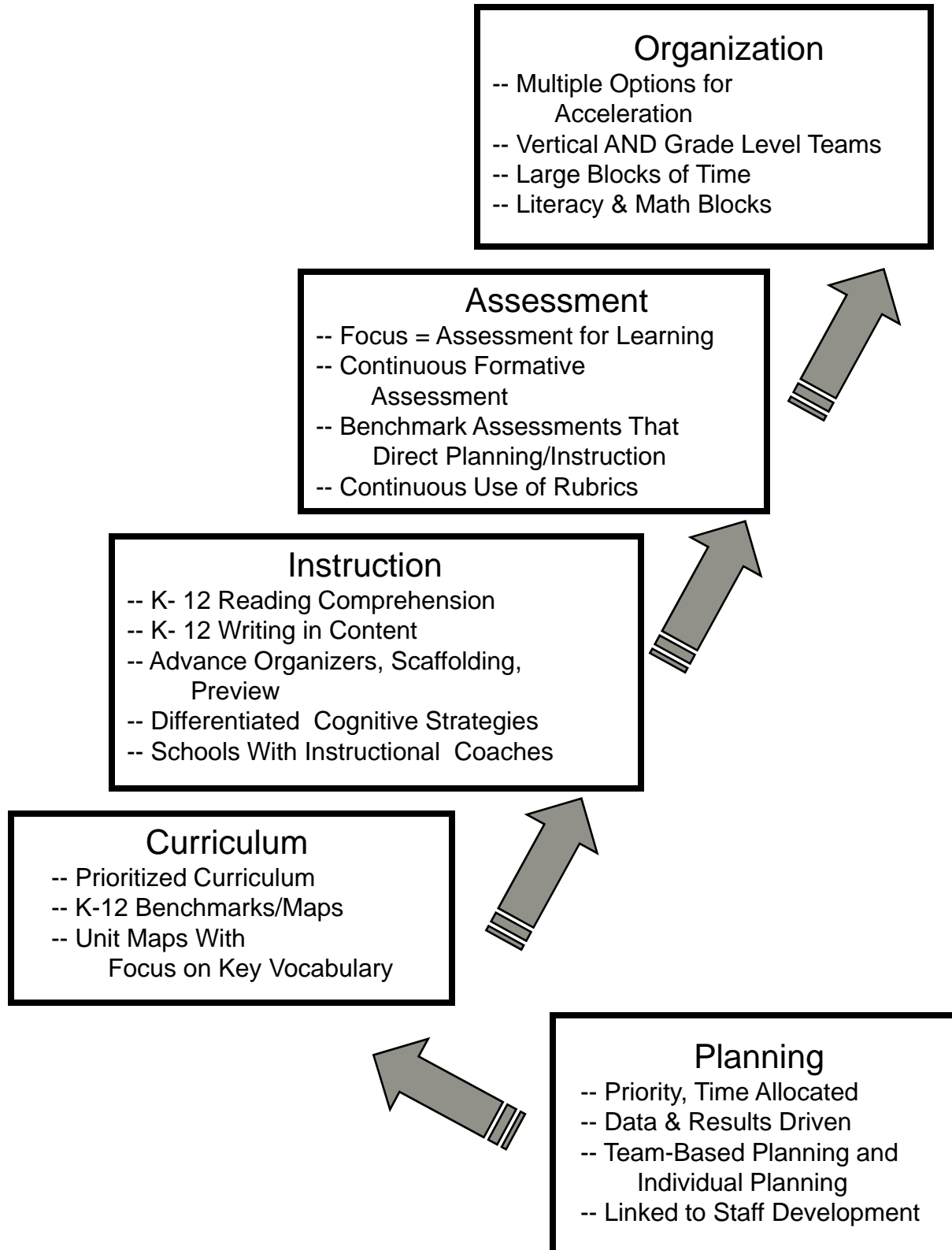
Essential Question: How do I think about, plan, and deliver instruction so that students can learn it faster and keep it longer?

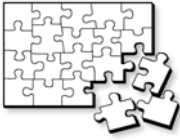
<p><u>Concept:</u> LEARNING-FOCUSED Model</p>	<p><u>Concept:</u> Student Learning Maps and Acceleration</p>	<p><u>Concept:</u> Acquisition Lessons</p>	<p><u>Concept:</u> Extending Thinking</p>	<p><u>Concept:</u> Learning Units</p>
<p><u>Lesson Essential Questions</u></p> <ul style="list-style-type: none"> • What makes LEARNING-FOCUSED a model? • How does the LEARNING-FOCUSED model connect the research on learning? 	<p><u>Lesson Essential Questions</u></p> <ul style="list-style-type: none"> • Why is the development of a student learning map so important? • How is a Student Learning Map developed? • How is previewing used to accelerate student learning? 	<p><u>Lesson Essential Questions</u></p> <ul style="list-style-type: none"> • How do I plan acquisition lessons? 	<p><u>Lesson Essential Questions</u></p> <ul style="list-style-type: none"> • How do I teach the thinking skills needed for extending activities? • How do I design activities and lessons for extending thinking? 	<p><u>Lesson Essential Questions</u></p> <ul style="list-style-type: none"> • How do I “put it all together” to plan a unit?
<p><u>Vocabulary:</u> Exemplary Practices Research-based Learning</p>	<p><u>Vocabulary:</u> Student Learning Maps Vocabulary</p>	<p><u>Vocabulary:</u> Essential Questions Activating Prior knowledge and motivational Launch Teaching Strategies *Collaborative Pairs *Distributed Guided Practice *Graphic Organizers *Mnemonic Devices Summarizing</p>	<p><u>Vocabulary:</u> Essential Questions Mini Lesson Thinking Skills Activities *Compare/Contrast *Classifying *Constructing Support *Analyzing Perspectives *Induction *Deduction *Error Analysis *Abstracting Sharing Reviewing for Mastery</p>	<p><u>Vocabulary:</u> Unit Design Prioritizing Curriculum Authentic Assessment Rubrics</p>

The LEARNING-FOCUSED Workshop

A focus on five key areas within a school yields increased achievement:

Exemplary Practices In High Achievement Schools





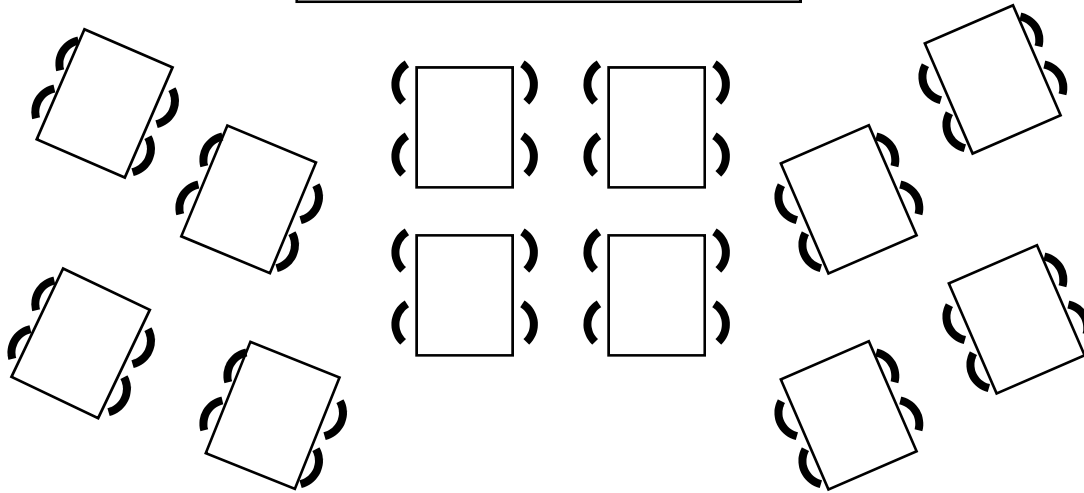
LEARNING-FOCUSED

Suggested Room Set-Ups for Presentations

Auditoriums and Cafeterias are NOT appropriate Training Facilities!

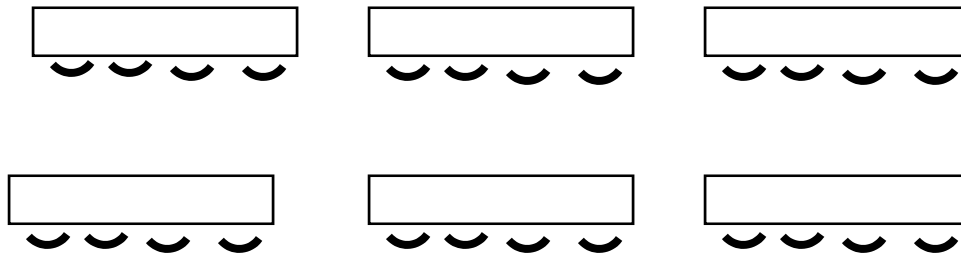
Example 1

Presenter's Area
– Screen/Tables for
equipment/materials



Example 2

Presenter's Area
– Screen/Tables for
equipment/materials



Groups at table need to be in even numbers to facilitate working with pairs. The advantage of the top arrangement is the ability to work as teams as well. **NOTE THAT NO PARTICIPANT HAS THEIR BACK TO THE PRESENTER!** Arrange spacing so that presenter or participants may move easily among tables during group work. **Maximum of 75 participants.**