

Sample Two Day Four Foundations Schedule

Day One

9:00-9:30

Four Foundations Overview

Cartoon caption: pairs, group

(LT: Teachers will be able to confidently implement elements of the FF in their classrooms in September.)

-Self-check: FF Top Ten Habits; triads, group discuss

9:30-10:30

Foundation One: Content Planning

(LT: ttwbat plan backward with clear learning targets)

FF Quick Reference Guide

Unit plan template

Clear and Fuzzy Learning Targets

(work on own 2 mins; pair up, 1 min; group 3 mins)

LTs, stronger and weaker examples

Ranking LTs (rank on own; then table, then group)

Write a clear LT; (pair-share; group; keep to add to later)

Sharing LTs

Sequencing a basic daily lesson plan

Text a friend: brief summary (after break: pair-share, and group)

10:30-10:45 Break

10:45-11:45 **Foundation Two: Assessment**

(LT: ttwbat use a variety of means to frequently check all students for understanding)

FF Quick Reference Guide

Principles of Checking for Understanding (*ACCS conference*)

Formative Assessment from Hand signals to Harkness Discussions

Learning Targets and Exit Passes

Giving feedback: summary of Seven Strategies of Assessment for Learning

Add a CFU to your LT; share some

Summative Assessment: Preparing Students

Exit Pass: 3-2: Three ways I'll use this & two questions
(self, then small group; questions for after lunch)

12:00-1:00 Lunch

1:00-3:00 Separate Sessions

PS-6th: Ann Lynch

 Habits of the Classroom (1:00-2:00)

 Integration: Making it all Fit (2:00-3:00)

7th-12th: Bryan Lynch

 Harkness: Why and What

Day Two

9:00-9:15 Admit Slip: top three items from yesterday

9:15-9:30 How We Learn quiz

9:30-10:30 **Foundation Three: Instruction**

(LT: ttwbat design lessons that engage all students and require them to most of the thinking)

FF Quick Reference Guide

What would you see in a classroom that engages all students?
(list of five on own; group)

Avoiding batting practice

Ratio!

ACCS instructional methods
(Graphic organizer-small groups, top 5 traits of g/l/r; add on board)

Using models of strong and weak work with rubric

Luther/Henry VIII thesis rubric

Scrambled Thesis statements
(small groups using rubric, full group)

Extending student thinking: What would you see?

Strategies to extend student thinking

Teaching students to ask good questions
(fill in for any 2 levels for your subject; group discussion)

Engaged Learning Activities

Teach Like a Champion techniques (selections)

Mr. Johnson's Lesson Plans

To your LT and CFU, add a grammar, logic or rhetoric method

10:30-10:45 Break

10:45-11:45 **Foundation Four: Classroom Culture**

(LT: ttwbat establish a classroom culture that is supportive and predictable, and where time is used wisely (a joy-filled, Christ-centered classroom where high behavioral and academic expectations are set and fully supported)

FF Quick Reference Guide

Strong/weak classroom management examples
(table groups, full group)

Sympathy, Fellowship, and Discipleship
Augustine and Quintilian

CTE: who you are—character of the teacher

15 things great teachers do
(triads: select #1; then whole group)

Good and Great Leadership in the Classroom

Exit Pass: Two questions you want to discuss after lunch any topic

12:00-1:00 Lunch

1:00-3:00 **Separate Sessions:**

PS-6th: Ann Lynch

Classical Methods (1:00-2:00)

Rhetoric in the Grammar School (2:00-3:00)

7th-12th: Bryan Lynch

Harkness: How and sample discussions