Type	Title/Description (I=Individual, P=Paired, HG=Home Group, G=Group)	Time
Benchmark Discussions		
Required *Learning*	Read the ***Benchmark Discussion text*** to review the why and what of *benchmark discussions*. (I)	10 min
Choice: Complete 1 *Application*	***Benchmark Lessons and Discussions: Making an Intentional Plan for Learning*** — Use this tool to map out an intentional plan for student learning for <u>at least 2</u> different *benchmark discussions* in your ALU. Start by thinking about how you are going to frame student learning experiences with *benchmark lessons*, and synthesize students' learning through *benchmark discussions*. (I)	40 min
	Using Our Superpowers: Discussion Questions Brainstorm — Utilize this graphic organizer to plan out your "teacher superpower" questions for <u>at least 2</u> different *benchmark discussions* in your ALU. (I)	40 min
Optional *Learning*	View this ***Insights Video*** for tips on facilitating a powerful *benchmark discussion*. In your *Efficacy Notebook*, consider the extent to which your *benchmark discussions* model the 3 points discussed in the video. (I)	10 min
Required *Reflection*	Recall the *benchmark discussions* in which you have participated over the past few days and consider which aspects you would want to emulate in your own *benchmark discussions*. Record your thoughts and ideas in your *Efficacy Notebook* and/or revise any of your current *benchmark discussions* to incorporate your new ideas. (I)	10 min
Facilitating Student Learning		
Optional *Learning*	Read one of the following sets of pages to review the three aspects or levels of facilitation in LATIC: (I) ● ***Students Taking Charge in Grades K–5:*** pgs. 150–154 ● ***Students Taking Charge in Grades 6–12:*** pgs. 135–139	10 min
Optional *Practice*	**Facilitation Questions Sort** — Engage in one of the sorting activities below to help you practice the difference between questions that address student management, process, and content. You will need to make a copy of it in order to manipulate the pieces: (P or G) ● ***Facilitation Questions Sort K–2*** ● ***Facilitation Questions Sort 3–5*** ● ***Facilitation Questions Sort 6–12***	20 min
Required *Assessment*	***Content vs. Process Facilitation Questions*** — Complete this activity to test your knowledge on the difference between content and process facilitation questions. (I or P)	20 min
Choice *Learning*	***Facilitation: It's Not Data Gathering; It's Teaching*** — Read Dr. Sulla's blog in order to understand how to utilize facilitation as an opportunity to teach. Then, reflect in your *Efficacy Notebook* on how you plan to facilitate those teachable moments. (I)	10 min

	Addressing Student Behavior Through Facilitation — Read this blog by guest writer Shané Beauford to understand how you can utilize facilitation as an opportunity to build rapport with students and address student behavior. Then, reflect in your *Efficacy Notebook* on any insights you gain.	
Choice *Learning*	Use *this resource* as you consider how to use a *content facilitation grid* to shift from a deliverer of information to a facilitator of learning.	10 min
	Attend a *small-group, mini-lesson* to consider how to use a *content facilitation grid* to shift from a deliverer of information to a facilitator of learning.	15 min
Required *Application*	Create a *content facilitation grid* and *content facilitation questions* for your new ALU. If you need support with your facilitation grid, you can read *this resource* to help you. (I)	60 min
Optional *Application*	Draft some questions that will address students' process of learning and build their executive function skills. (I)	15 min
Choice: Complete 1 or More *Learning*	Explore *Guide to Facilitating Lasting Learning* and/or the *Facilitation Roadmap*, which are both tools that you can use as you are facilitating to identify how to help a student learn and to provide the right facilitation at the right time. Then, in your *Efficacy Notebook*, consider how you might use these tools or reflect on how you have used these actions yourself when facilitating. (I)	10 min
Required *Reflection*	*Promoting Efficacy Through Facilitation: The Facilitation Continuum* — With a partner, read this tool and discuss the levels of facilitation. Capture the discussion in your *Efficacy Notebook* and use it to craft your reflection for the "Facilitating Student Learning" row of your workshop rubric. (P)	30 min
Formative Assessments		
Required *Reflection*	*Four Types of Formative Assessment* — Revisit this tool on the types of formative assessment. Then, reflect on the following questions in your *Efficacy Notebook*: ● What kinds of formative assessments have you utilized in your classroom? How prevalent are they? ● Which of the four types are used least in your classroom? Why do you think that may be? ● What are some specific ways you can utilize formative assessment to drive instruction?	10 min
Optional *Practice*	If you need practice distinguishing between the different types of formative assessment, engage in this formative assessment **learning center**. (P/G)	20 min
Choice: Complete 1 *Application*	*Unit Assessment Planner* — Use this planning tool to map out the types of pre-, formative, and summative assessment to be conducted in your new ALU. (I/P)	30 min
	Formative Assessment Planning Organizer — Use this graphic organizer to brainstorm how you will incorporate at least three different ideas for each of the four types of formative assessment for your new ALU. (I/P)	30 min
Summative Assessments		

Optional *Learning*	Read the following pages from *Students Taking Charge* by Dr. Sulla, then consider how you assess student mastery of understanding and content through authentic applications: ❏ *STC* K–5 version pg. 76 ❏ *STC* 6–12 version pg. 65	45 min
Optional *Learning*	*Analyzing Transfer Tasks* — Review at least two sample transfer tasks to analyze the various aspects of a summative assessment. Samples are linked and/or are located in the *resource area*. (P)	45 min
Required *Application*	*Create a Transfer Task* — Follow the steps in this guide to create a transfer task for your new ALU. (I/P)	60 min