Virtual Focus on Instructional Techniques II

PROFESSIONAL LEARNING

SESSION OBJECTIVES

Participants will:

- explore the importance of collaborative conversations as a critical lever for building science knowledge,
- engage in a student-driven experience to identify instructional practices to support anchor visuals development, and
- apply knowledge to plan, practice, and refine instructional strategies and skills for the anchor visuals.

TIME	AGENDA	DESCRIPTION
Part A		
10 min	**Launch**	• Set a purpose for building knowledge throughout the session to focus learning.
55 min	**Learn I** Anchor Model	• Experience exemplary facilitation skills that promote a student-driven process of explaining phenomena. • Apply the key skills and strategies of an anchor model for a student-driven classroom.
55 min	**Learn II** Anchor Chart	• Discuss the pedagogical purpose of the anchor chart in relation to the anchor model. • Examine exemplary facilitation skills to guide student-driven anchor chart development.
60 min	**Offline Interim Work**	• Analyze the research behind the power of promoting scientific discourse in the classroom. • Explore frequently used instructional routines and collaborative conversation prompts to support rich scientific discussion amongst students.
60 min	**Offline Lunch Break**	
Part B		
55 min	**Learn III** Collaborative Conversations and Instructional Routines	• Examine the how student-centered scientific discourse contributes to a student driven classroom. • Investigate the effects of collaborative conversations and instructional routines in supporting scientific discourse.
55 min	**Learn IV** Driving Question Board	• Observe and discuss the exemplary facilitation skills of a driving question board for a student-driven classroom. • Apply key skills and strategies to guide driving question board development.
10 min	**Land**	• Solidify key learning and understanding of the session content.