

DOINGWHATWORKS



SAMPLE MATERIAL

Instructional Focus Team Activity

Jacob Hiatt Magnet School, Massachusetts

Topic: Increased Learning Time: Beyond the Regular School Day

Practice: Structure Time

The expanded school day allows Jacob Hiatt Magnet School more time for professional development dedicated to developing and implementing teaching strategies that support instructional objectives and improve instructional quality. To plan and implement professional development, the school leadership team and instructional focus team:

1. Identify a schoolwide instructional focus,
2. Develop professional collaboration teams,
3. Identify effective research-based teaching practices,
4. Create a targeted professional development plan to build expertise in those best practices, and
5. Realign all resources to support the instructional focus.

Student work and instructional tools are shared in professional development sessions for the purposes of collaborative assessment and design of differentiated instructional approaches. The *Instructional Focus Team Activity* serves as an example of a professional development activity

that promotes teacher knowledge and improves instructional practices. The activity provides a step-by-step breakdown of designing a lesson plan for using a T-chart graphic organizer.

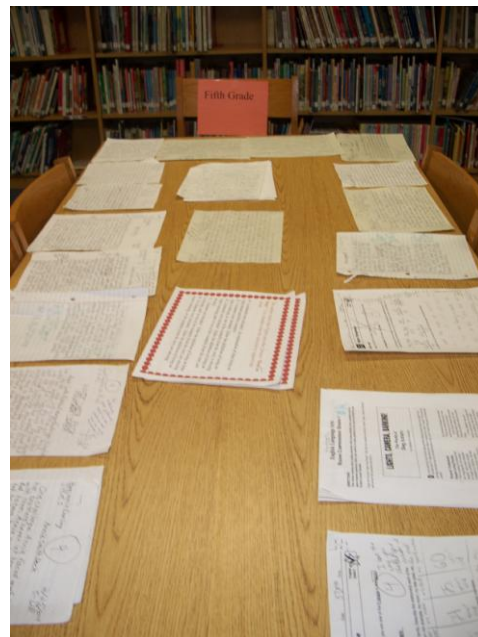
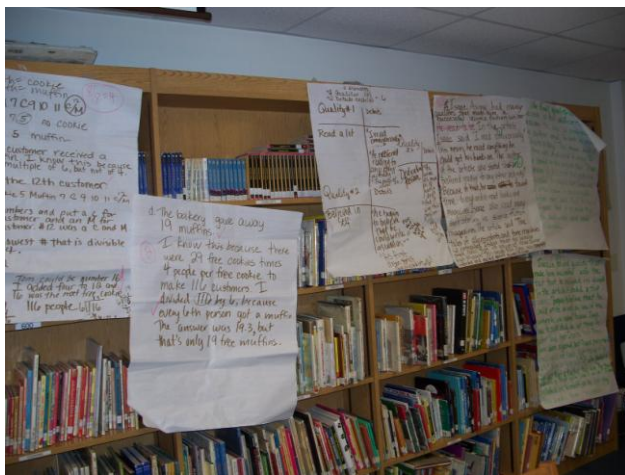
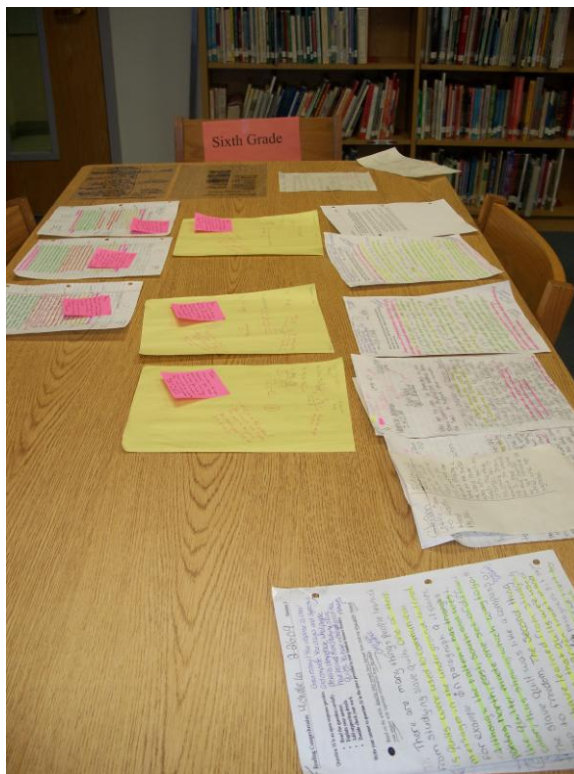


Instructional Focus Team Activity:
Designing a lesson plan for using a T-chart as a graphic organizer

Our Goal: To develop and implement teaching strategies that will support our instructional focus.

Prepare a lesson plan.

- Choose an open response from any current instructional unit that reinforces the critical concepts or essential questions the unit is framed around. The question should be one that permits a richness of discussion and lends itself to the use of a t-chart as a graphic organizer.
- If there is a reading passage, read it with the students.
- Read the question. Discuss the wording of the question and ask the students to tell you what it actually requires them to do. Model your thinking as you do the same.
- Conduct a modeled write using the t-chart as a graphic organizer.
- Where appropriate, assign students the task of completing a t-chart organizer and collect student work as evidence.
- Be certain to use the 4-point MCAS rubric posted in your classroom to assess student responses.
- Bring the actual charted, modeled write to our meeting on November 10 to share with colleagues.



Gallery Walk – Instructional Focus Professional Development Day – April 16, 2009

Teacher teams visited library to view Gallery of Open Response Instructional Focus work. Evidence included teachers' modeled writes, student work, scoring rubrics and constructive feedback.