

# Instruction for All Students

Facilitator's  
Handbook

**Sneak  
Peek**

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# **Instruction for All Students Facilitator's Handbook**

## **Second Edition**

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email [info@justaskpublications.com](mailto:info@justaskpublications.com)  
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# Introduction

This facilitator's handbook is designed to help educators structure the reading and use of the strategies presented in ***Instruction for All Students***. It can be used for book clubs, study groups, and for team, department, and faculty meetings. The learning experiences are interactive and action-oriented. The handbook is written with the expectation that group participants will use what they read and discuss in one session and come to the next session ready to share and discuss how they used what they learned.

It is not necessary to move through ***Instruction for All Students*** sequentially. A group might decide to focus on planning first quarter, assessment second quarter, active learning third quarter, and differentiation fourth quarter. It is recommended that all groups engage in the **Learning Experience-1: In the News Jigsaw** exercise to set the stage for future study and use of the text.

## Suggested Formats

- One-hour book club or study group sessions (There are enough learning experiences for at least 24 one-hour sessions.)
- Three-hour sessions on professional development days focused on areas of need and interest
- 30 to 45 minute instructional focus at each faculty meeting
- Hybrid of face-to-face sessions and online discussions for collegial discussions and displays of participant use of strategies in their classrooms
- Overview session to introduce the book:
  - **Learning Experience-1: In the News Jigsaw** exercise in **Chapter I: In The News** OR
  - **Learning Experience-4: Using The Top Ten Questions** exercise in **Chapter II: Lesson and Unit Design**

## Components of Each Session

- Mutual understanding of the purposes/outcomes of each learning experience
- **Collegial Conversations** about how participants used strategies studied in previous session in their classrooms and professional practice
  - Page 275 in ***Instruction for All Students*** provides questions to guide these conversations.
  - Sharing of students and teacher work
  - An online or print journal
- Input and processing of new information
- Professional practice expectations articulated



# Introduction

## Materials and Tools

- Each participant needs a copy of ***Instruction for All Students***. Books may be ordered from Just ASK Publications:
  - 1-800-940-5434 (voice)
  - 1-703-535-8502 (fax)
  - Online at [www.justaskpublications.com](http://www.justaskpublications.com)
- ***Instruction for All Students Tools and Templates*** are available online at [www.justaskpublications.com/n4alltemplates](http://www.justaskpublications.com/n4alltemplates). Some of those tools are used in the Learning Experiences outlined in this text. There are, however, additional tools online.
- The ***Instruction for All Students PLC Pack*** combines multiple resources that support the use of ***Instruction for All Students*** in one collection. The standard PLC Pack includes 25 copies of ***Instruction for All Students***, a 300 page ***Instruction for All Students Facilitator's Handbook*** that provides directions and tools for over 24 hours of professional learning, a copy of ***Strategies in Action: Volume I***, our ***Instruction for All Students Visual Tools CD-ROM*** and ***Scavenger Hunt Cards***, and a CD-ROM featuring over 80 issues of our ***Just for the ASKing!*** e-newsletter.
- The ***Instruction for All Students Visual Tools CD-ROM*** is also available separately. This CD-ROM includes dozens of high quality, full color visuals in PDF, JPEG, and PowerPoint slide formats.
- Two free e-newsletters are available to support and extend the learning. They are titled ***Just for the ASKing!*** and ***Mentoring in the 21<sup>st</sup> Century*** You can access these newsletters at [www.justaskpublications.com](http://www.justaskpublications.com).
- There are many more online resources available at [www.justaskpublications.com](http://www.justaskpublications.com) that are described in the facilitator resource section of this handbook.

### **On-Site Instruction for All Students™ Workshop Series**

This six-day series is an in-depth study of instruction, assessment, and learning in a standards-based environment. The goals of the workshop series are for participants to become more skillful with the standards-based planning process and to build repertoires of ways to engage students in meaningful, active learning. Participants in ***Instruction for All Students™*** work collaboratively to develop, teach, and present for peer review a standards-based unit of study. Just ASK consultants can also coach you in the development of your own professional learning opportunities.

# In The News Jigsaw

## Purposes

- Provide an overview of *Instruction for All Students*
- Help participants
  - Identify the patterns and trends found in the initiatives/areas of focus discussed in the text
  - Make connections between these initiatives/areas of focus and teaching and learning in a standards-based classroom
  - Make connections between what you read and discuss in this exercise and what you are working on in your school

## Time

60 to 90 minutes

## Materials

- *Instruction for All Students*: Chapter I and other selected pages
  - Pages 2-3 are used to introduce the learning experience
  - Page 5 is used to summarize the learning experience
  - The following pages are used in the Jigsaw learning exercise:
    - **The Learning-Centered Classroom**: pages 6-7, 251
    - **Common Core State Standards**: pages 8-9
    - **21<sup>st</sup> Century Thinking Skills**: pages 12, 220-221
    - **Literacy across the Curriculum**: pages 15, 79-80
    - **Meeting the Needs of Diverse Learners**: pages 20-21, 199
    - **Technology Integration**: pages 27, 133-134
    - **Assessment as a Learning Experience**: pages 22-24
    - **Looking at Student Work**: pages 283-285
    - **Dealing with Unmet Expectations**: pages 259, 260-261

## Process

- Turn to pages 2-3 in *Instruction for All Students* and read the summary of some of the key ideas that shape the contents of the text.
- Discuss with a partner what you find surprising, curious, or interesting.
- Then use the **Jigsaw Classroom** process described on pages 242-243 in *Instruction for All Students* to delve deeply into the initiatives mentioned on pages 2-3.

## In The News Jigsaw

- Each member of the study group or each small group within the study group reads a segment(s). The topics and pages are:
  - **The Learning-Centered Classroom:** pages 6-7, 251
  - **Common Core State Standards:** pages 8-9
  - **21<sup>st</sup> Century Thinking Skills:** pages 12, 220-221
  - **Literacy across the Curriculum:** pages 15, 79-80
  - **Meeting the Needs of Diverse Learners:** pages 20-21, 199
  - **Technology Integration:** pages 27, 133-134
  - **Assessment as a Learning Experience:** pages 22-24
  - **Looking at Student Work:** pages 283-285
  - **Dealing with Unmet Expectations:** pages 259, 260-261
- If two or more people read the same segment, those reading the same selection should meet in expert groups to discuss the key ideas. If only one person is assigned each segment, skip this step.
- Each participant/group of participants presents a brief summary of the key ideas and connections in the assigned segment to the larger group.
- Following the presentation on all of the topics, turn to page 5: **Yesterday and Today** to examine the graphic that captures past practice and current thinking about best practice in a 21<sup>st</sup> century standards-based classroom.
- Discuss how the information presented in the **Today** column captures the essence of what was studied in the Jigsaw learning exercise.

### Professional Practice

- Bring artifacts from your classrooms/offices that represent the **Today** column on page 5: **Yesterday and Today** in each of the three areas: curriculum, instruction, and assessment to the next session. The information studied in the Jigsaw learning exercise provides further guidance about what type of artifacts to collect.
- These artifacts may be either teacher or student work and will be used as exemplars in the opening collegial discussions in the next session.

# The Planning Process in a Standards-Based Environment

## Purposes

- Consider big picture planning for the entire school year rather than focusing only on individual lessons
- Identify and practice using the four essential questions in the SBE Planning Process
  - What should students know and be able to do?
  - How will the students and I know when they are successful?
  - What learning experiences will facilitate their success?
  - Based on data, how do I refine the learning experiences?

## Time

30 minutes

## Materials

- **Instruction for All Students** pages 32-34
- **Self-Assessment: Course and Unit Planning** - Use page 33 or prepare a copy of **Tool-1: Self Assessment: Course and Unit Planning** for each participant
- A copy of **Tool-3: SBE Planning Process** for each participant

## Process

- Turn to page 33 in **Instruction for All Students** or distribute a copy of **Tool-1: Self-Assessment: Course and Unit Planning**.
- Complete the self-assessment and then discuss in small groups or with a partner what this assessment revealed about their planning for the year and units.
- Use page 32 as a graphic representation of a year-long planning process.
- Turn to page 34 and read the brief description of the **SBE Planning Process**.
- Distribute copies of **Tool-3: SBE Planning Process**.
- Analyze a unit or lesson you are teaching right now and fill in the key ideas in each of the four ovals and discuss what you wrote.

# Literacy across the Curriculum

## Purposes

- Validate and refine instructional decisions related to embedding literacy instruction across the curriculum
- Examine the practices of accomplished readers and unsuccessful readers and strategies for helping unsuccessful readers be more successful
- Consider the use of journals and interactive notebooks to process learning
- Better help students understand text through the use of graphic organizers and Reciprocal Teaching
- Consider options for embedding technology literacy into instruction

## Time

60 minutes

## Materials

- **Instruction for All Students** pages 14-15, 78-80, 228-230
- A copy of **Tool-18: Updating Old Faithfuls Log** for each participant (also used in **Learning Experience-10: Demonstrations, Lectures, and Discussions**)

## Process

- First focus on technology literacy in your classrooms and share in small groups or pairs how you have students use technology to access information and process learning.
- Read pages 26-27, 81-82, 133-134 and 248 in **Instruction for All Students** on technology integration and discuss how what you read matches your current practice. Record key ideas on the **Updating Old Faithfuls Log**.
- You have a choice of readings on literacy across the curriculum. Once you select the segment you want to read, read it and then explain the key points to your colleagues who read different selections.
- The reading selections are:
  - **Profiles of Proficient and Unsuccessful Readers:** pages 15 and 79-80
  - **Reciprocal Teaching and Text Organizational Patterns:** pages 78 and 229-230
  - **The Use of Journals and Interactive Notebooks:** pages 14 and 228
- Record key ideas on the **Updating Old Faithfuls Log**.
- Review your **Updating Old Faithfuls Log**, and respond in writing to the stem: "As a result of what we read and discussed today, I need to..."

# Homework

## Purposes

- Identify the four categories of homework and practice designing homework using those four categories
- Analyze current practice in assigning homework and the homework problems we face
- Identify changes in instructional practice that have the potential to minimize problems with homework completion and to maximize the learning that results from homework

## Time

- 30 minutes
- This session/segment could be completed as **Professional Practice** with a 15 minute follow-up **Collegial Conversation** session.

## Materials

- **Instruction for All Students** pages 141-148
- A copy of **Tool-25: Homework Planning Guide** for each participant
- A copy of **Tool-26: Stoplight** for each participant

## Process

- Turn to a neighbor and describe how your homework procedures are working or not working.
- Distribute the copies of **Tool-26: Stoplight**.
- Read pages 141-148 in **Instruction for All Students**. As you read, record practices you need to **Stop Doing, Keep Doing, and Start Doing**.
- When you have finished the reading and recording discuss with a small group or a partner what you wrote and why.

## Professional Practice

- Distribute copies of **Tool-25: Homework Planning Guide**.
- Identify a subject/area of focus for which you will be giving homework assignments during the next week.
- Redesign those homework assignments using Lee and Pruitt's four categories: Practice, Extension, Preparation, and Creative.
- Use what you wrote on **Tool-26: Stoplight** to monitor your professional practice around homework and be prepared to engage in discussion about what you learned as a result of this focus.

# Assessment as a Learning Experience

## Purposes

- Take an in-depth look at how to use formative assessment to inform practice and improve learning
- Identify specific actions to take to increase the impact of formative assessment

## Time

30 minutes

## Materials

*Instruction for All Students* pages 22-24, 159-161

## Process

- Review pages 22-24 in *Instruction for All Students* and select two practices that are areas of strength and two that would be areas of growth for you as an educator.
- Discuss in small groups or partnerships the variables you selected and why.
- Following that discussion, turn to pages 159-161 and read through each of the eleven unique formative assessment strategies explained there.
- Identify the one that has the most potential for your own instructional practice.
- Explain to a colleague why you selected this strategy.
- While this task may appear challenging for Pre-K or kindergarten teachers, several of the strategies can be adapted to oral rather than written responses.

## Professional Practice

- Monitor your use of practices that can make assessment a learning experience, especially the two you identified as areas for growth in either the self-assessment or the variables listed on pages 22-24.
- Use the selected formative assessment strategy and be prepared to share what you and the students learned from that experience.

# Scaffolding Sort

## Purposes

- Identify multiple categories of readiness
- Identify an array of scaffolding possibilities
- Evaluate and select scaffolding options based on categories of readiness or for individual students

## Time

45 minutes

## Materials

- *Instruction for All Students* pages 201-203
- A copy of **Tool-34: Scaffolding Sort** for each participant

## Process

- Read page 201 in *Instruction for All Students: What is Scaffolding?*
- Discuss how scaffolding instruction is like the scaffolding used in building construction.
- Scan the scaffolding options on pages 202-203: **Fifty Ways to Scaffold Learning.**
- Distribute **Tool-34: Scaffolding Sort.**
- Select one of the following systems to sort the scaffolding options.
  - Identify up to six students who would benefit from more scaffolding of instruction. Place the name of one student at the top of each of the boxes. Sort through the strategies and list the strategies that might be helpful for each of the students listed. OR
  - Sort the scaffolding strategies into the following categories of student need: **Reading, Writing, Organization, Attention, Language Acquisition, and Persistence/Task Completion.** Write a category at the top of each box on the **Scaffolding Sort** handout.

## Professional Practice

Use the selected scaffolding strategies in your classroom practice and be prepared to share in the next session what impact these strategies had on student learning.

## Key Ideas to Review/Connections to Make

- **Task Analysis:** pages 46-47
- **Struggling Learners:** page 199
- **Unsuccessful Readers and Helping Unsuccessful Readers Be Successful:** pages 79-80



# Using Bloom's Taxonomy

## Purposes

- Revisit Bloom's Taxonomy in its original form and consider it in two new formats
- Practice designing tasks and questions that are aligned with the indicators embedded in the learning standards and curriculum documents of your district

## Time

60 minutes

## Materials

- *Instruction for All Students* pages 231-235
- A copy of **Tool-38: Using Bloom's Taxonomy** for each participant

## Process

- Read pages 231-235 in *Instruction for All Students* and complete the exercise on page 233.
- Distribute **Tool-38: Using Bloom's Taxonomy** and follow the directions on that document. Be purposeful about crafting assignments and questions that are at or above the level of understanding required by the indicator or benchmark you select. You may start at a lower level but you need to continue the design of tasks and questions until practices and rehearsals for the level or understanding required by the standards are included in the design.

## Professional Practice

- Use the tasks and questions designed in the **Bloom's Taxonomy** exercise.
- Come to the next session ready to share the implementation successes and struggles.

## Extending the Learning with Williams' Taxonomy

- This exercise could be done as **Professional Practice** with a 15 minute follow-up **Collegial Conversations** session or in a 30 minute session.
- Use *Instruction for All Students* pages 236-238.
- Read page 237 and collaboratively complete the exercise on page 238.
- Identify a concept you will be teaching in the near future and use the **Teacher's Guide to Williams' Taxonomy** on page 236 to develop a series of learning experiences around that concept.
- Note that this guide is available as **Tool-39: Williams' Taxonomy**.

# Space, Time, and Procedures

## Purposes

- Identify practices and procedures that are working well and those that are not working so well
- Seek collegial assistance in building procedural repertoires

## Time

60 minutes

## Materials

- *Instruction for All Students* pages 262-266
- A copy of **Tool-49: Procedure Potpourri** for each participant

## Process

- Read pages 262-264 in *Instruction for All Students* and discuss the role that room arrangement and time templates play in creating a productive learning environment.
- Read pages 265-266. Use the first paragraph on page 265 to focus a discussion about the effectiveness and efficiency of the procedures currently in place in your classroom.
- Distribute copies of **Tool-49: Procedure Potpourri**.
- Read through the list and jot down procedures that are working well in your classroom. Add other productive procedures to the end of the list.
- Interact with colleagues in a **Scavenger Hunt** (See pages 104-105) format to seek suggestions from others about possible procedures in the areas you left blank.

## Professional Practice

Use one of the **Time Templates** or procedures from the **Procedure Potpourri** exercise in your instructional practice and be prepared to share what worked and what did not work in the **Collegial Conversations** at the next session.

# Tools and Templates

## **Tools and Templates**

**77-155**

### **Chapter II Lesson and Unit Design**

- Tool-1** Self-Assessment: Course and Unit Planning
- Tool-2** Standards-Based Education - What Elements Are You Using
- Tool-3** Standards-Based Planning Process
- Tool-4** Unit Design in the Standards-Based Classroom
- Tool-5** The Top Ten Questions
- Tool-6** Task Analysis T-Chart
- Tool-7** Unit Plan A
- Tool-8** Unit Plan B
- Tool-9** Unit Plan C
- Tool-10** Unit Organizer Map
- Tool-11** Multiple Intelligences Unit Map
- Tool-12** Unit Design Brainstorming Map
- Tool-13** Lesson Planning Guide
- Tool-14** Course Map
- Tool-15** Standards-Based Instruction Planning Matrix

### **Chapter III Presentation Modes**

- Tool-16** Self-Assessment: Framing the Learning
- Tool-17** Making Connections
- Tool-18** Updating Old Faithfuls Log

### **Chapter IV Active Learning**

- Tool-19** Self-Assessment: Active Learning
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