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Pink folder on table and name tag. Types of development paper to share.

01:06 This we Believe

01:16 "For middle school students to be successful, the school's organization,
01:30 curriculum, pedagogy and programs must be based on the developmental
01:46 readiness, needs and interests of young adolescent learners."

02:07 We need to staff our middle schools with experts in teaching middle school kids

02:58 Outcomes

- 03:06 • Identify the characteristics of the adolescent learner
- 03:18 • Explain the instructional implications for adolescents based on their brain
03:31 development.
- 03:37 • Articulate how the selection of instructional

03:51 Characteristics of the Adolescent Learner: Step One

04:01 Step one

- 04:07 • Draw 2-3 strips from the envelope.
- 04:18 • Sort the characteristics by the categories on the placemat.

12:09 Step two

- 12:14 • Look at the hot pink paper and discuss.
- 15:21 • Consult the document titled "Characteristics of Adolescent Learners."
- 15:43 • Examine how the characteristics were sorted.
- 15:53 • Compare your lists to one we have provided.

16:21 Implications for learning

16:24 What implications does the information on the characteristics of the
16:35 adolescent learner handout have for planning and instruction based on your role
16:46 in your school district?

19:34 I need to incorporate those characteristics into my teaching to support
19:53 their learning.

22:05 Why is rigor important and why does it matter?

- 22:18 • Review your rigor placement.
- 24:55 • Define Rigor:
 - 25:41 International competitiveness.
 - 26:49 Teaching with the end in mind.
 - 27:01 Using thinking based learning.

27:59 Green Handout: Rigorous Instruction in the middle school

28:12 Triangle image on the page.

- 28:55 1. Explicit opportunities for critical thinking
28:57 2. Selection of rigorous instructional materials
29:00 3. Appropriately matched and differentiated instructional strategies.

29:08 Application activity:

29:29 Toni Morrison's The Big Box

29:42 Chosen for an adult audience in a conference setting.

29:57 This is an illustration for use around the triangle.

- 46:54 1. Listen to and look at the Big Box.
47:04 2. With your table mates, revisit the text with the elements of reasoning.
47:21 3. Be prepared to share your assignment element(s).

54:24 Reflection:

54:26 How did this experience motivate and engage you?

1:02:14 Rigor selection process.

1:09:26 Provocative: To what extent is the curriculum concerned with the central
1:09:57 problems in the discipline that challenge students' previous concepts?

1:10:08 Ambiguous: To what extent does the curriculum focus on symbols and
1:10:17 images packed with multiple meanings?

1:09:38 Complex: To what extent is the curriculum organized around complex,
1:11:18 interrelated concepts?

1:11:24 Emotional: To what extent is the curriculum
1:12:06 (Lilac paper)

1:12:29 Ambiguous: forced us to interpret

1:12:43 Emotional: there were things there that each reader can identify with.

1:14:15 Provocative: Things to defend or discuss vigorously.

1:14:38 Complex:

1:14:54 PACE and the Big Box.

1:22:25 Implications for planning and instruction

1:22:31 What implications do the definition and measure of rigor (PACE) have for
1:22:47 planning and instruction based on your role in your school district?

1:27:13 Engaging the students in something worthy of their time.

1:27:43 The elements of thought: The Reasoning Wheel

1:27:57 Richard Paul and Linda Elders model.

- 1:28:07 1. Points of view
1:28:11 2. Purpose of the thinking
1:28:17 3. Question at issue
1:28:22 4. Information
1:28:29 5. Interpretation and inference

1:28:35 6. Concepts

1:28:41 7. Assumptions

1:28:45 8. Implications and consequences

1:29:28 Am I critical thinker?

1:33:12 Implications: things that might happen

1:33:24 Consequences: Things that will happen.

1:36:37 Discussion:

1:36:40 How would this model support their learning and help ensure rigorous instruction?
1:36:52

1:46:07 Adolescent Brain Development

1:46:19 Emotions?? Highly developed ...

1:46:28 Reasoning and reflection?

1:46:40 Under construction ...

1:46:47 (Until early or mid-twenties)

1:48:00 Developmental Rates

1:48:06 Significant growth occurs in the adolescent similar to childhood growth.

1:48:53 As those synapses are growing, we need to use them or lose them.

1:51:51 The stronger the relationship between the student and the teacher, the better the ability to set emotions aside and learn.

1:52:06 Prune the students to direct their energy to where it should go and strengthen the core of the tree/student.
1:56:33

1:56:45 Which neuron provides the greater potential for connection?
1:56:57

1:57:36 What students are asked to think about and what they're asked to do determines the level of neuron they have.
1:57:47

1:58:46 Neuron develops on feedback and challenge.

1:59:04 Challenge: problem solving, critical thinking, relevant projects, complex materials.
1:59:15

1:59:24 Feedback: Exemplars, connected to clear standards and criteria, various forms, timely, opportunity to use it.
1:59:44

2:05:21 Sense and Meaning

2:06:56 Long term memory: retrieving information

2:07:10 Sense: comprehension, I understand it, it makes sense. Until it makes sense, it's not stored.
2:07:31

2:08:23 Meaning: Relevance-I can connect it to something else I know. No connection = no meaning.
2:08:44

2:10:04 "Of the two, meaning has the greater impact on the probability that the information will be stored." -Sousa
2:10:17

2:13:20 Implications for planning and instruction: What implications does the

2:13:36 information on the adolescent brain have for planning and instruction based on
2:13:46 your role in your school district?

2:20:26 Rigorous Instructional Practices

- 2:20:44 • The content refers to WHAT students will learn.
- 2:20:58 • The process refers to HOW students will learn or explore the content.
- 2:21:20 • The product is the EVIDENCE of student learning.

2:43:59 Implications for planning and instruction

2:44:07 What do I now have to consider in order to successfully develop adolescent
2:44:20 thinkers?

2:45:05 CEU Code: UN8