

6 Sample Training Agenda

Adapt ideas from the annotated agenda and use the agenda template to plan a teacher training session that incorporates the “learn, do, reflect” strategy.

SAMPLE AGENDA

Objectives

Working in groups, teachers will be able to:

- Deepen their understanding of the learning trajectories associated with number sense
- Consider where students are on their learning trajectories and use this information to plan for the upcoming weeks of Small Groups
- Share strategies for peer-to-peer learning, implementing both Small Groups and Computers each week
- Reflect on their own learning processes

A. Introduction (12:00–12:05)

- Introductions *Whole Group*
 - Group facilitators choose how to approach introductions, keeping it brief.
 - Reintroduce each person by name.
 - Make a note to the group if there is a new person joining the group.
- Review expectations *Whole Group*
 - The expectations will be placed in the middle of the table and labeled *Working Group Expectations*.
 - Facilitators remind the group of the expectations, which include:
 - Be respectful.** Listen to each other; take turns talking; turn off cell phones; take emergency calls outside.
 - Be open-minded.** It is okay to have different points of view; listen to others’ ideas.
 - Take a risk.** It is okay to be wrong; it is more important to try out new things and learn from others.

Ask questions. If you don't understand something, ask! Someone else probably has the same question as you have.

Have fun. This process should be interesting and fun.

- Quick overview of the afternoon **Whole Group**

We will:

- **LEARN:** Look at developmental levels for Measurement.
- **DO:** Plan for weeks 21–22 Measurement by considering how you may group your children and practicing some activities with ideas for differentiating instruction.
- **REFLECT:** Review what was learned and plan for how to take the learning back to the classroom.

B. Learn: Review the Curriculum for Weeks 21–22 (12:05–12:30)

- Brief read-through of curricular materials on Measurement for weeks 21–22 **Individual**
- Review of developmental levels for Measurement **Whole Group**
 - Use *Measurement Developmental Progression 3* and *Planning Guide Weeks 21–22* to recall the measurement activities done last year and how children reacted to them.
 - Consider the following questions to help teachers better understand how kids think about these activities:
 - What was easy/what was difficult?
 - What strategies did you use with your kids last year and how did they respond?
 - Did children understand the need to align two objects physically to compare them?
 - Could children correctly lay units end to end?
 - Could they use a ruler correctly?
- Teachers' opportunity to try out the activities **Small Group**
- Chart of reflections, ideas, and adaptations **Whole Group**

C. Do: Plan for Weeks 21–22 (12:30–1:00)

- Introduction to the activity **Whole Group**
 - Let teachers know that they will use blank assessment sheet and:
 - Look over the small group activities.
 - Review the choices of Length Riddles and think about how they will implement them with their children. What did they do last year?
 - Group children.
 - Note opportunities to adapt materials to individuals.
 - Use the materials to try out adaptations.

- Teachers' plans for weeks 21–22 *Individual or Partners*
 - Encourage teachers to make notes indicating the type of language/words they want to use.
 - Have teachers make a note answering, “What is the point of this activity?”
 - Remind teachers that they need to prepare ahead of time and have the items ready for length riddles.

D. Reflect: Strategies for Next Steps in the Classroom (1:00–1:15)

- Teachers' descriptions of how they will bring the learning back to the classroom, noting: *Individual*
 - One idea to tailor instruction to individuals
 - How planning in training has affected their work in the classroom up to this point
 - What else trainers can do to help teachers translate training into classroom practice
 - How they will share information with their co-teachers
- Chart of strategies and ideas *Whole Group*
- Final questions *Whole Group*