

WELCOME BACK!

Student Agency

This Session

- We will identify what we have learned so far.
- We will explore the methods, skills, and practices students need to be agents of their learning.
- We will determine ways we can implement these practices in our classroom teaching.

Last Class Recall

What did we talk about in the last session?

□ What does student agency look like?

- ▣ Write a list of behaviors of a student with agency.
- ▣ Share one item.

□ How do we encourage those behaviors?

- ▣ Write three ideas.
- ▣ Share one item.



Practice vs. Performance

- What is the difference?
 - ▣ Sorting activity.
- Why is the distinction valuable?
- Think about your class. Can you identify which moments are focused on practice and which ones are focused on performance?
- What kind of feedback helps create a practice-oriented classroom?

Retrieval Practice

- What is it?
- Pre-test: What effects does it have on learning?
- Jigsaw: A, B, C, D
 - ▣ What are the surprising effects of retrieval practice on learning?
 - ▣ Underline one sentence you find interesting

Retrieval Practice Jigsaw

- Read your section.
 - ▣ What are the surprising effects of retrieval practice on learning?
 - ▣ Underline one sentence or phrase you find interesting.
- Meet with people who read other sections.
 - ▣ What are the surprising effects of retrieval practice on learning?
 - ▣ Tell what you underlined. Why is it interesting to you?

Retrieval Practice Activities

- Handout

Mark the Margins

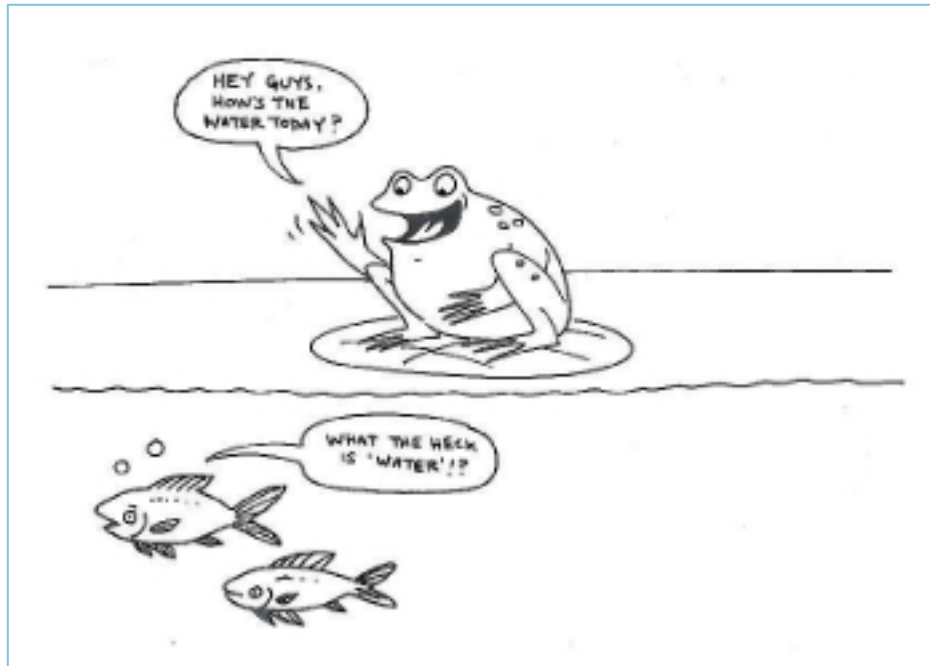
- ✓ Activities you already use in class.
- ★ Activities you want to try.
- ? Activities you don't understand.

What are you experimenting with?

- What is the activity?
 - ▣ Steps
 - ▣ Materials
 - ▣ Time required
- What is your rationale?
- How has it gone?
- How can you develop it more?

Learning Routines

Two young fish are swimming in a pond. . .



**Teach your students
about learning!**

How?

**Use classroom routines
students can learn and
manage on their own.**

Learning Routines

- Word List
- Cover and write.
- How many syllables?
- Flashcards
- Talk then write.
 - Articulate what you are thinking before you write it down.
- Read it aloud.
 - Read your writing aloud to check for errors.

Cover and Write

SPELLING PRACTICE

Write the word.	Cover the word. Write the word. Compare your spelling.	Cover the words. Write the word. Compare your spelling.
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opportunity__

oppportunity

opportunity__

interview

interview

interview

What are your routines?

Reading comprehension

New vocabulary

A math formula

Pronunciation

A grammar point

Social studies

Paragraph writing

Spelling

1. Choose one subject you teach.
2. Make a short list of the routines you use to teach that subject.

What's a good **Learning Routine**?

- Useful
- Used often
- Portable

How do you teach a **Learning Routine**?

1. Name it.
2. Use it often.
3. Write it into your class agenda.
4. Recap after using it.
5. Mention it as a homework strategy.

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Recap & Reflect

- What did we talk about today?
- What is one idea or practice you want to bring with you?