



The focus of this professional learning is to deepen educators’ understanding of each Evidence-Based Instructional Practice and to examine how these strategies can support students in reaching the intended learning outcomes within the *Kentucky Academic Standards*. While it is recommended that this professional learning be structured in a professional learning community (PLC), it may be adapted for facilitation in small groups or during instructional staff meetings.

### Participant Materials:

The following materials are integral parts of this learning experience:

- Overview video;
- General overview (defines evidence-based instructional practices and why they are important);
- Narrative introduction to EBIP # 1: Establishing the Learning Environment;
- Content specific resources to support implementation.
  - Mathematics
  - Reading and Writing
  - Science
  - Social Studies

All materials are available at [www.kystandards.org](http://www.kystandards.org).

### Facilitator Preparation:

- Review all materials prior to the professional learning session(s).
- Make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator’s personal presentation style.
- Determine strategies to engage participants in discussions around the Evidence-Based Instructional Practice resources. Possible strategies from the Thinking Collaborative are provided below. Facilitators should not feel tied to utilizing these specific strategies, but rather should consider how to best foster engagement with the resources in an authentic way.

<b>Starting the Session:</b> How might you structure the beginning of the session in a way that allows participants to focus on the session and activate their background knowledge?		
Engage in a constructivist-learning experience working with a fresh topic  <a href="#">Know, Think You Know, Want to Know</a>	Activate background knowledge by linking new learning to a visual representation.  <a href="#">Four Box Synectics</a>	Generate energy and build community by interacting with others, and brainstorm information about a new topic.  <a href="#">Give One, Get One</a>

<p><b>Engaging in the Resources:</b> How might you structure opportunities for participants to engage with the resources? For example, will there be time for participants to read and process information independently, or will participants engage in the resources collectively? How will the whole group process the new information?</p>		
<p>Select, interpret, explain, synthesize text.</p> <p><a href="#">Text Rendering</a></p>	<p>Prime the pump for full group conversation.</p> <p><a href="#">First Turn, Last Turn</a></p>	<p>Acquire, summarize and communicate information collaboratively.</p> <p><a href="#">Jigsaw Carousel</a></p>
<p>Engage in a constructivist-learning experience working with a fresh topic</p> <p><a href="#">Know, Think You Know, Want to Know</a></p>	<p>Deepen understanding of concepts through a structured dialogue.</p> <p><a href="#">Delve and Dialogue</a></p>	<p>Select and interpret information as it relates to individuals and the whole group.</p> <p><a href="#">Focused Reading</a></p>

<p><b>Closing the Session:</b> How might you structure opportunities for participants to prioritize “next steps” moving forward? How will participants reflect throughout each session? Is there a common idea of “next steps” or is each individual proceeding independently? Is more time needed in the future for additional learning around this topic or to explore related ideas?</p>		
<p>Clarify the what, why and how of next steps</p> <p><a href="#">Content Check</a></p>	<p>Interdependently synthesize information.</p> <p><a href="#">5 - 3 - 1</a></p>	<p>Members reflect on content and connect to their own work.</p> <p><a href="#">Stoplight</a></p>

**Possible Educator Self Reflection Questions:**

Below is a list of possible reflection questions facilitators may use to help participants process their learning and begin to think about next steps. These questions may be used to stop and reflect throughout or at the end of the session. Facilitators do not have to use all reflection questions, may allow for participant choice, or may choose those questions that best meet the needs of the group and the local context.

<p>Questions for teacher self-reflection related to <b>brain research and emotional learning:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to establish a classroom environment in which students feel safe to take risks as they engage with the content using the discipline-specific practices?</li> <li>• What steps am I currently taking to engage in the discipline-specific practices as they learn the associated content?</li> <li>• How might examining the Breaking Down a Standard Protocol and the <i>Kentucky Academic Standards</i> benefit me or my team to help improve the learning climate in my classroom?</li> <li>• Have I (or my team/PLC) reflected on common preconceptions, misconceptions and challenges/confusions that might arise for my students?</li> </ul>
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Questions for teacher self-reflection related to **fostering teacher-student relationships:**

- Why is it important to establish trust with my students and develop teacher credibility?
- What steps am I currently taking to develop trust with my students?
- Is there anything I might want to shift about my current approach?

Questions for teacher self-reflection related to **establishing the physical and social environment:**

- How does the physical environment in my classroom currently support student psychological safety and social engagement? What are ways I currently involve students in the development of classroom agreements and what are some possible next steps to increase student involvement in the creation of those classroom agreements?
- How does the physical layout and appearance of my classroom encourage students to become active participants in the learning process and engage in the disciplinary practices of the content area?
- What steps am I taking to ensure all students get the same opportunities to communicate and collaborate through classroom discussions? Which student(s) do I typically call on to participate in class discussions? Is there anything I might want to shift about my current approach?
- How might I support students in giving feedback in specific situations? What specific strategies might I employ to help students improve their communication skills?

Questions for teacher self-reflection related to **improving student motivation:**

- What is my reaction when a student makes a mistake in my class? Is there anything I might want to shift about my current approach? How might I use student mistakes as an opportunity for learning?
- How might I model self-discipline and self-motivation during my instruction?
- In what ways do I currently promote a growth mindset for my students? How do I model a growth mindset during instruction and when interacting with students? Is there anything I might want to shift about my current approach?

Questions for **considering next steps:**

- Based on the research and the content-specific connections I have explored, which resources do I plan to investigate further?
- Is this further investigation something I want to pursue in a structured way with a partner/team/PLC? If I plan to explore independently, is there someone in my school, district or professional community I could use as a thought partner to support and process my learning?