

Tools of the Trade: Research-based Strategies That Work!

Date of Course: TBD

Course Description:

This course will provide students with interactive learning strategies to use in your classroom based on Level 3 research. (In a university setting, Level 3 Research means that the research has been proposed, utilized and replicated on a large population over a long period of time successfully.) Strategies will be introduced which will transform your classroom, help to increase student achievement, and add excitement to your lessons. Each week, a different topic will be introduced and the research-based readings will support the discussion of the strategies. Participants will be encouraged to try the strategy in their classroom and participate in the discussions engendered by their own experiences. Participating in a collegial circle of peers will encourage experimentation as participants receive feedback from the instructor and their peers. Participants will receive a rich framework of strategies that will add to their own pedagogy for both novice and veteran teachers.

Essential Questions:

- ✓ How did you know when you made the transition from novice to expert?
- ✓ How would you design lessons using cognitive strategies and open-ended questions?
- ✓ How would you design a lesson using the Cognitive Apprenticeship Model?
- ✓ How does the C.A.M. compare to the traditional apprenticeship model used during the Middle Ages?

Course Goals, Outcomes and Objectives:

Week 1 - Introduction

- Outcomes - Recognizing the use of cognitive strategies which help a person to transition from a novice to an expert in real-life situations
- Objective - Participants will read the research-based article on cognitive strategies and describe their own transition from novice to expert i.e. learning how to teach, drive a car, ride a bike, cook,...

Week 2 - Cognitive Strategy Instruction

- Outcomes - Identifying cognitive strategies within the readings
- Objective - Participants will use a cognitive strategy or scaffold in one lesson this week and examine the results of this strategy.

Week 3 - Cognitive Apprenticeship Model

- Outcomes - Understanding the steps of the Cognitive Apprenticeship Model of Teaching from research
- Objective - Participant will experiment with the C.A. Model in their classes using this strategy for at least one lesson

Week 4 - Jigsaw Lessons

- Outcomes - Reflecting upon the jigsaw strategy as a viable option to small group instruction
- Objective - Participants will design and use one jigsaw lesson this week

Week 5 - Reflection

- Outcomes - Sharing experiences using strategies based on metacognitive theory through reflections
- Objective - Participants will read two other reflections on strategy instruction of their peers and participate in a supportive discussion

Week 6 - Cognitive Strategies & Bloom's Taxonomy

- Outcomes - Developing cognitive strategies and maps to be used in future lessons
- Objective - Participants will utilize their readings, experiences and discussions to create new lessons for their students in order to expand their students' thinking skills for a deeper understanding of complex subjects.

New York State Standards:

ELA 1,2,3 & 4

SS 1,2

MST 1,4 & 7

Contact Information:

E-mail - boldjean@optonline.net

Prerequisites:

This course is designed for middle school teachers (5-8). Participants must be familiar with Microsoft Word, have internet access and e-mail access. Students should also be familiar with downloading documents.

Software requirements:

Microsoft Word and E-mail

Recommendation for In-service Credit

In order to be recommended for full in-service credit, participants must:

- Log on and post assignments at least 3 days a week
- All assignments must be posted by due date
- Assignments must be completed in a satisfactory manner
- All posts must be respectful and in line with expected online courtesy
- Late assignments must not be posted any longer than 2 weeks after the due date or your credit will be jeopardized

structor Vitae

Jeanne Dione

Intermediate Teacher 5-6 Middle School

B.S. N-6 Elementary Education

M.S. N-6 Elementary Education

P.D. in Administration

National Trainer for American federation of Teachers in Reading Comprehension
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