

Professional Development: Utilizing Expeditionary Learning Techniques



EXPEDITIONARY
LEARNING

Icebreaker

Each group will receive a case study on a student. With your group on your chart paper, list some expeditionary learning techniques you think would work best for this student's needs and explain why you would think they would work best.





Gallery Walk/ Carousel


Description: This protocol offers participants an opportunity to share information with others in a gallery setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and, when hosted, the teaching.

This is good for...

- Introductory lessons.
- Mini pre/post assessment.
- Kick off to a research project/ activity.
- Modified classroom activity.



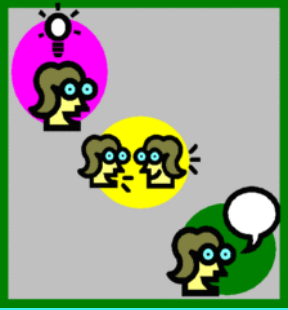
Popsicle Sticks



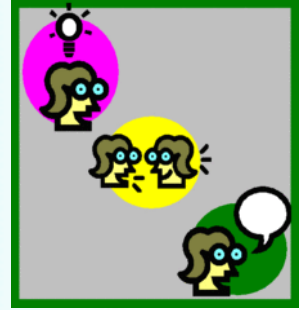
- Description: Name a question before identifying students to answer it, and call on students regardless of whether they have hands. Scaffold questions from simple to increasingly complex, probing for deeper explanations. Connect thinking threads by returning to previous comments and connecting them to current ones; model this for students and teach them to do it too. In this way, listening to peers is valued, and even after a student has been called on, s/he is part of the continued conversation and class thinking.

This is good for...

- Quick Assessment of student learning.
- Student accountability/ participation in the classroom.



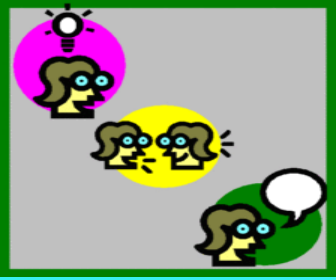
Think-Partner-Share



- Description: When prompted, students turn to a shoulder buddy or neighbor and, in a set amount of time, share their ideas about a prompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the Turn and Talk, students may share some key ideas from their paired discussions with the whole class.

This is good for...

- Students who work well collaboratively, but may be intimidated by large groups.
- Small discussion.
- Kicking off a topic.
- Mini pre/ post assessments.



Think-Pair-Share/

Popsicle Sticks: Demonstration

Topic: Share with your partner something that you really enjoyed doing this summer.



Close Read

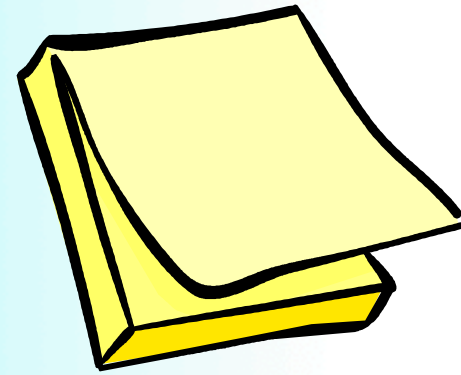


Description: Students read a text multiple times in order to gain a full understanding of the text.

This is good for...

- Students who need a text scaffolded.
- Breaking down a complex text; showing emphasis towards one part of a passage.
- Allowing students to observe and analyze a text.

Steps to Close Reading



1. Establish a purpose for reading.
 1. Gist (what is the text mostly about)
 2. Identifying vocabulary (complicated vocabulary or the way an author uses specific vocabulary)
 3. Answering Text Dependent Questions (Utilize DOK level questioning)
2. Students read independently.
3. Students write key idea and share with a partner.
4. Have students share out. Teachers will use this to guide their modeling.

Take a Stand

Description: Participants articulate and reflect on their opinions about controversial questions.

This is good for...

- Teaching argumentative writing.
- Students to form an opinions using evidence.
- Modified classroom activity.



Take a Stand: Demonstration

Topic: Should teachers be held accountable for student test scores?



Closing

Please feel free to visit any ELA teacher to see these techniques utilized first hand in the classroom!

