

ENGAGE

**DRAFT DAY: PICKING YOUR
LEAD4WARD POWER PLAYS**



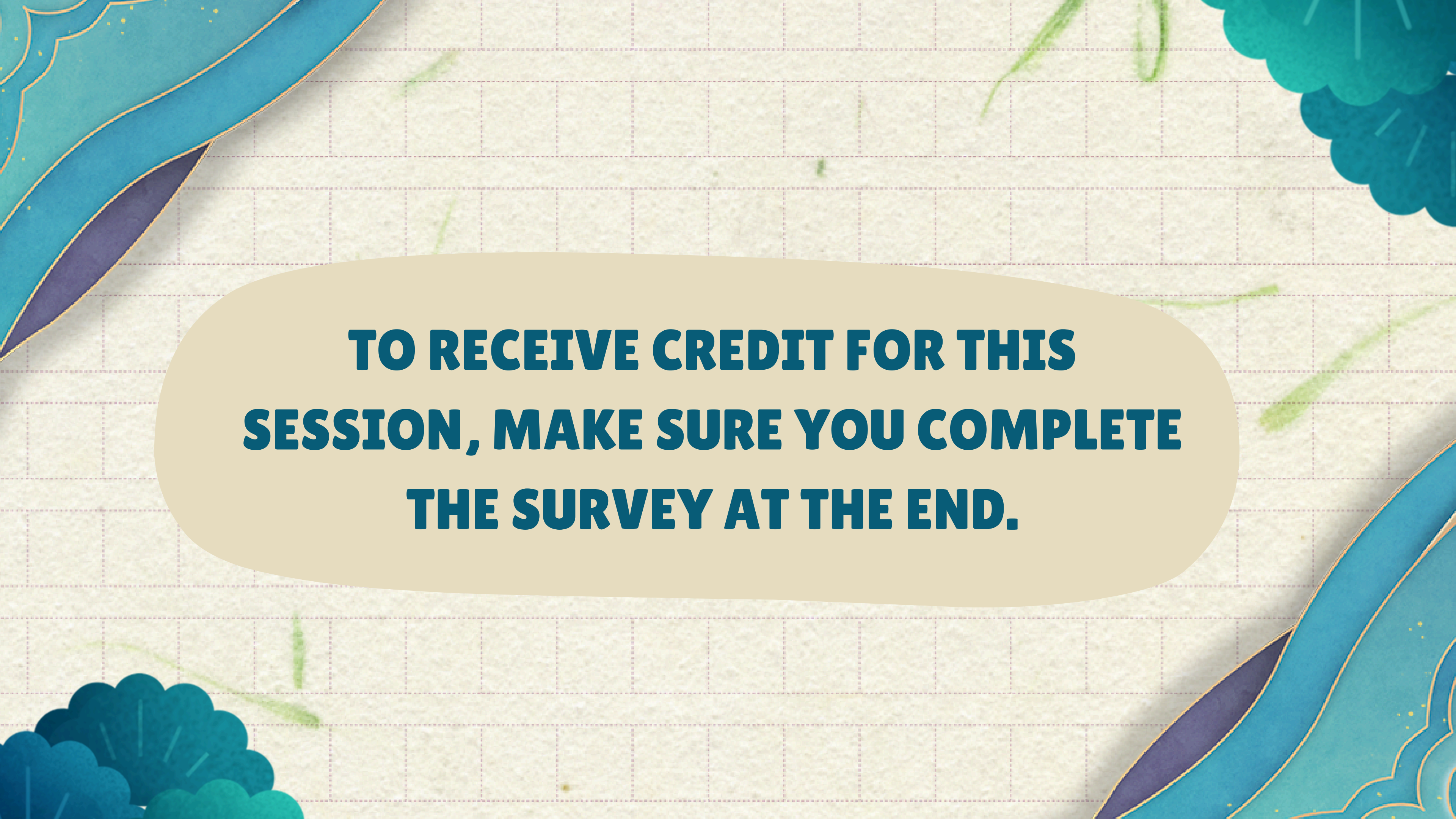
**LAUREN
SMITH**

**INSTRUCTIONAL COACH–
SOCIAL STUDIES**



**HANNAH
PATREDIS**

**INSTRUCTIONAL COACH–
SECONDARY MATH**



**TO RECEIVE CREDIT FOR THIS
SESSION, MAKE SURE YOU COMPLETE
THE SURVEY AT THE END.**

Northwest ISD
Professional Learning Expectations
A Culture of Learning

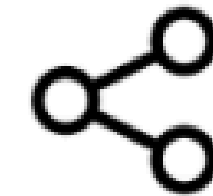
P

PARTICIPATE POSITIVELY



L

LISTEN FOR AND SHARE
DIFFERENT PERSPECTIVES
WITH RESPECT



N

NAVIGATE LEARNING
WITH A GROWTH MINDSET



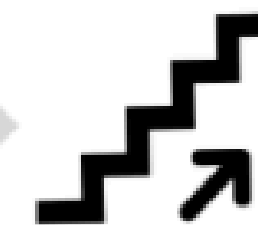
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IDENTIFY HOW YOU WILL APPLY
THIS LEARNING TO YOUR WORK



S

SET GOALS AND PLAN NEXT STEPS



D

DEMONSTRATE PROFESSIONALISM



LEARNING TARGET

Today I will learn and practice a variety of Lead4Ward strategies.

so I can build up my teacher toolbox to support diverse learners.

I'll know I have it when I can identify two practices I want to implement during quarter 1.

Talk a Mile a Minute

Directions: Each person at your table will have one minute to introduce themselves and respond to the prompts below. Listen without interrupting while each person shares.

- Your name
- The content area(s) and grade level(s) you teach
- Share one lesson or activity where your students demonstrated mastery of both the content and the skills. Briefly describe:
 - What were students doing?
 - What evidence showed they had mastered the learning?
- If you are a brand-new teacher: Describe what you think an ideal lesson or activity would look like if students were thinking critically and demonstrating mastery of both the content and the skills.

As a table, identify one common characteristic you noticed across the examples. Be prepared to share one idea with the whole group.

Lead4Ward Instructional Strategies Playlist

The lead4ward Instructional Strategies Playlist provides educators with detailed descriptions for low-prep/high-yield instructional strategies. These easy-to-use strategies actively engage students in learning, provide practice without penalty, encourage student interaction and dialog, and allow educators to observe students' thinking. Use these strategies with your district curriculum or high-quality instructional materials to increase engagement and help students comprehend, connect, and communicate content deeply!

The playlist is broken down into 5 categories:

Movement & Discourse

Rehearsal & Practice

Extending Thinking

Learning from mistakes

Evidence of Learning

INSTRUCTIONAL STRATEGIES

STATION ROTATIONS

- Pick a partner you would like to rotate with to each station.
- You will get 5 minutes at each station. There are 6 stations total.
- You will use your station C-Note template to help process what you are learning/looking at for each instructional strategy.
- Be sure to record your answers, thoughts, etc. on the template because we will debrief at the end as a whole group.

STATION ROTATIONS

Odd One Out–Compare/contrast 4 visuals, assessment Qs, words, historical figures, etc. to determine which is Odd One Out and justify your thinking.

Stop, Plop, and Roll–During a reading assignment, students participate in an interactive game to better comprehend what they are reading.

Connect the Dots–Students make connections among 4 different visuals, terms, assessment Qs, events, texts, historical figures, or characters.

Idea Shuffle–Students read for comprehension, write a short constructed response, and analyze peer responses.

Who am I?–Students give clues, make inferences, and draw conclusions about important words.

Fact or Fib Showdown–Clarify misconceptions as students determine which statements are facts and which are fibs in a slap down game.

STATION ROTATION

DEBRIEF AND REFLECTION

The _____ strategy would be most accessible for my EB students because _____.

I can scaffold the _____ strategy by _____ to support my students with accommodations/need enrichment.

I'm most excited to use the _____ strategy for the _____ unit or TEKS because _____.



ACCESSING LEAD4WARD INSTRUCTIONAL PLAYLIST

APPLICATION TIME

**Use this time to plan one of the activities
from this session to use during quarter 1.**

WANT CREDIT?

To receive attendance credit for all sessions, you must fill out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance.

Save this for your records!

[HTTPS://TINYURL.COM/ENGAGE26FB](https://tinyurl.com/engage26fb)

OR SCAN THE QR CODE

