
Do Now



Take 5 minutes at the start of this lesson to reflect and respond to the following prompts:

1. How did you learn how to take notes?
2. How do notes differ in a science classroom differ from those in other classes
3. How do you use notes?



Board=Paper

Pre-Service Training

Pre-Service Training 2014

Objectives

By the end of this session, staff members will be able to:

- Internalize the key characteristics of *Teach Like a Champion* techniques through modeling and practice.
- Apply the principles of practice to skill-building session activities in order to replicate experiences for Fellows in their own sessions.
- Practice using Feedback Cheat Sheets to informally assess peers and provide feedback that improves technique implementation.
- Consider potential hot spots Fellows may encounter when learning techniques and proactively plan to address them in their role.



Board = Paper Key Ideas

Key Idea: Just like they need to learn content and skills, students need to learn the processes and practice of being a student. Effective teachers strategically scaffold and model one of the most complex and critical aspects of being a student: note taking.

Consider 3 things to use this technique successfully:

- Exact Replica
- Narrate Notes
- Gradually Release Responsibility



Board = Paper Essential Components

Exact Replica: Expecting students to make an exact replica in their notes of what you write on the board is the right starting point. Make your PowerPoint, overhead, poster, or board look exactly like the graphic organizer or guided notes sheet that your students are filling out.

Limiting Factors

- * There are two main types of limiting factors that regulate population growth:
 - **Density-Independent Factors:** These factors affect all populations in an environment equally without concern of population size.
 - ↳ EXAMPLES: Weather, flood, fire.
 - **Density-Dependent Factors:** These factors are determined by the current size of the population.
 - ↳ EXAMPLES: Amount of food, amount of water, shelter, number of predators.

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Board = Paper Essential Components

Narrate Notes: As you complete notes, tell students what to do with phrases like, Or, “As I fill in this blank on the board, you fill in this blank

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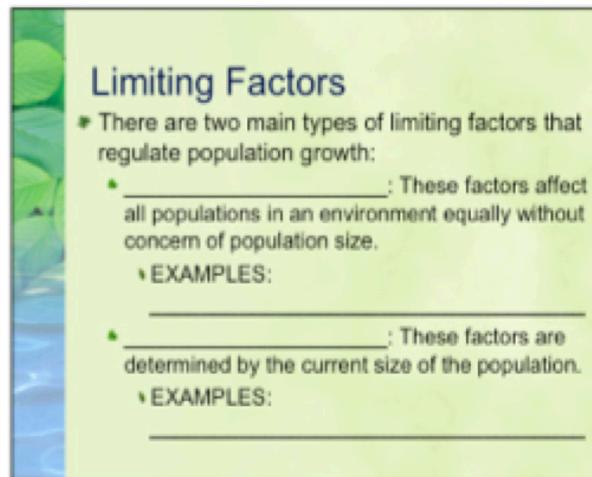
Gradually Release Responsibility:
Increase the **amount** of note taking and the students' **discretion** over what to write down slowly **over time**.

Start by having students fill out longer passages on provided **graphic organizers** or **guided notes** before having students take notes on **a separate sheet of paper**.

Board = Paper Essential Components

Gradually Release Responsibility (continued): When students begin using a separate sheet of paper, write the terms and definitions on the board **exactly as you wish students to copy them**, and guide them through what to **title** their papers, when to **skip a line**, and how to use **headings and sub-headings**.

Only stop providing exact phrasing and organization when students are reliably able to organize their notes using prompts, and keep in mind that this often takes **years** to accomplish.



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Practice – Board = Paper & Name the Steps

Directions

- Each grade level team will have 10 minutes of planning time to create a teacher and student version of notes from an upcoming, skill-oriented lesson. (Plus 2 minutes for copying)
- After planning, one participant from each team will present their 5-8 minute sample lesson to the entire group (with one other grade level team designated as coaches.)
- The team will also identify the TLaC technique they most want to work on and 2 coaches from another team will simulate situations that call on the teacher to use that technique (All other “Students” should be well-behaved and compliant.
- The Coaches will have 2 additional minutes to give feedback (one on Board=Paper and the other on the identified TLaC technique.)
- After feedback, the next teacher should reteach the lesson applying the feedback the group was just given.
- Continue until all teachers/grade levels have practiced, received feedback and retaught.

***Board = Paper* – Exit Ticket**



- o What are the essential considerations for training Fellows on *Board = Paper*?
- o What do you anticipate students struggling with in learning to use *Board = Paper*?
- o What can be done to proactively address these challenges?

Agenda

Session Opening

Key Points

Name the Steps

Board = Paper



Session Closing

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