



STRATENOTES

Volume 2, Issue 5 - February, 1994

Let's Take a Walk: A Page-by-Page Jaunt Through a Content Enhancement Guidebook and Workshop

The Content Enhancement guidebooks (*The Lesson Organizer Routine* and *The Concept Mastery Routine*) have been carefully designed so that you can use them as teaching aids during your workshop sessions. (The other guidebooks yet to be published will also follow the same design.) Each section of the books can be used in conjunction with particular parts of a workshop session. To see how the books and your training can match up, open one of your guidebooks and walk through it with us as we describe each section.

Part 1: Describe the Routine

Let's assume that you have introduced the idea of Content Enhancement and the philosophy behind it and that you are ready to teach your teachers about one routine. Page 5 of each manual provides an advance organizer that shows that the routine has three parts: a visual device (e.g., the Concept Diagram, the Lesson Organizer), the Linking Steps, and the Cue-Do-Review Sequence. In your workshop session, refer your teachers to this page and explain the purpose of each part of the routine.

1. Explain the device. Next, have them turn to pages 6 and 7 to learn more about one of the parts, the visual device. On these pages is a picture of the device and a description of what is to be written in each of the sections of the device. Section numbers correspond to the numbers on the picture of the device. Use overhead transparencies to help you explain what is written in each section of the device. You may wish to draw lines with different colored pens around the different sections of the device on your transparencies in order to highlight each section. Keep this part of the discussion centered on the parts of the device and what words are to be written in each part.

2. Explain the Linking Steps. Then have the teachers turn to pages 8 and 9 to learn more about the second part of the routine: the Linking Steps. These are the steps that are specific to the particular routine being learned; the teacher uses them to co-construct the device with students in class. Each of the Linking Steps corresponds to the completion of one or more

Sections of the visual device. You might help your teachers understand this by writing the first letter of each Linking Step on the sections of the visual device. The steps "Link" the students' and teachers' thinking and action on your overhead transparency of the visual device as you explain the step.

3. Explain the Cue-Do-Review Sequence. Once you have explained each of the Linking Steps, have your teachers turn to page 10 to learn about the third part of the routine: the Cue-Do-Review Sequence. This is the sequence that is common across all of the routines associated with the Content Enhancement Approach. Research has shown that teachers must be explicit in the way that they present the visual devices; that is, they must tell students that the device is about to be used, how the use of the device can help their learning, explain what students are expected to do and how they are to use the device to help them learn. They must also refer to the information more than once; they must review the information that has been presented. The Cue-Do-Review Sequence is the glue that holds the Linking Steps and the visual device together and enables students to understand their role in the learning process. Pages 10 and 11 (and 12 in the Concept Mastery book) show how the Linking Steps are imbedded in the Cue-Do-Review Sequence in the Do Phase.

4. Model the routine. After the Cue-Do-Review Sequence has been explained, a demonstration of the whole sequence of instruction is possible. This is a very good time to provide a model of the whole process. Put a blank form of the visual device on the overhead projector and explain that you will demonstrate all three parts of the routine as if you were a teacher teaching your students. You can assign each of the parts of the Cue-Do-Review Sequence and each of the Linking Steps to one of the teachers in your audience. Ask each selected teacher to raise his/her hand while you are presenting his/her assigned part of the routine. Start with the Cue Phase and proceed through the whole routine, making sure to involve the teachers in the co-construction process as much as possible.

Part 2: Conduct practice activities

You have now reached the part of the workshop session where you can begin to involve the teachers in constructing and presenting their own forms of the



visual devices. This part of the workshop session is critical because, at the minimum, you want teachers to go away from your session feeling confident that they can succeed with the routine. Page 13 in the guidebooks provides an overview of the remaining topics to be covered.

1. Conduct planning practice. The first activity that you can conduct with teachers is the "Get Ready" activity. Here, teachers prepare the information that they will present on a visual device and plan when they will use the routine. To do this activity, assign the teachers to groups. Ideally, you will be providing instruction to groups of teachers who work together in a school or a district (e.g., the social studies/history teachers). If so, group them according to the courses they teach (e.g., all the 10th grade world history teachers in a group, all the 11th grade government teachers in a group, etc.). If not, group the teachers according to subject area and/or grade level (e.g., all the elementary science teachers, all the kindergarten teachers, all the algebra teachers).

Next, distribute blank copies of the visual device sheet to each participant and one overhead transparency of the visual device sheet and an overhead pen to each group. (To save money, you can distribute blank overhead transparencies to be placed over a paper copy of the device sheet.) Ask the teachers to work as a group to create one visual device related to the content they teach. Have them refer to the "Get Ready!" Section in their guidebooks (pages 14-19 in the Concept Mastery book and pages 14-18 in the Lesson Organizer book) to complete the activity. Give them 15-20 minutes to create the device. Have them refer to their textbooks for ideas. (Be sure to ask them to bring their textbooks to the workshop.) Circulate among them, providing help as needed. When a device is complete, ask them to copy it on the overhead transparency. After the 15-20 minute time period is over, ask each group to present the completed device to the large group of teachers being trained.

If you are working with teachers who work together within a department (e.g., the English department), you might extend this activity across a whole day. For example, you might have the 10th grade English teachers select the major concepts that they will all emphasize across the whole school year. Then you might have them work in pairs to prepare all of the Concept Diagrams for the selected concepts. This type of activity works best if the time frame is carefully structured with presentation-and-feedback sessions taking place every half hour.

2. Conduct routine practice. Another critical activity to include in your workshop session is an activity where teachers practice implementing the Cue-Do-Review Sequence with the Linking Steps imbedded. For this activity, have the teachers refer to the

"Get Set!" Section in their guidebooks. Again, assign the teachers to pairs or groups, but this time have them implement the routine. That is, have them actually do the steps of the routine involving each other in the co-construction of the device. To make this fun, have the teachers plan and present very simple devices to each other. Alternatively, have the teachers present the model devices in the Appendix of the manual. For example, ask one teacher to plan and present the concept "car" and another to present the concept "baby." Each teacher should have blank paper copies of the visual device or blank paper on which to create devices and on which to write during each implementation of the routine.

3. Discuss sustained quality. At the end of the workshop, be sure to cover the information in the "Go!" Section of the guidebook. This section covers such topics as how to evaluate your devices and performance of the routine, how to vary the presentation of the routine so students will not become bored with it, and some pitfalls to avoid. One activity that you might include in your workshop at this point is a brainstorming activity that gets the teachers' creative juices flowing. Again, assign the teachers to groups and have them come up with ideas about how they might creatively introduce the routine to their students and how they might vary their presentations. Have them share their best ideas with the large group.

4. Develop a "future" mind set. Also at the end of the workshop, be sure to discuss the information in the "Win" Section of the guidebook. Caution teachers that they are learners and help them to create a mind set toward continual professional growth. Have them create personal plans for implementing the routine a minimum of five times.

Part 3: Follow-up

Have the teachers bring the copies of the devices they have created and presented to a follow-up session. At the session, have the teachers present their best visual devices to the group and tell stories about their successes with the routine. Ask them to share any stories about how students have reacted positively to their use of the routine and to trace their own progress as learners with the routine.

Some other training tips!

The Concept Mastery Routine

- You may have noticed that the definition box at the bottom of the Concept Diagram is small. You might suggest to teachers that they white-out the bottom line of the box before copying it for stu-

STRATENOTES is published 9 times a year September through June except December, as part of Strateworks Trainer's Network by the Center for Research on Learning 1993-94 cost 35.00 Authors: Donald D. Deshler, Jean B. Schumaker, & B. Keith Lenz, Editor: Eleanor Nelson

dents. We will rectify this problem in the next printing of the guidebook.

- You may also have noticed that some of the key words in the example Concept Diagrams in Appendix B have not been underlined or circled to indicate whether they are examples or characteristics. We did this on purpose, but it has caused some confusion. (Again, we will rectify this in the next printing.) In a completed diagram, all the words should be underlined or circled unless the students are unsure. Teach the teachers to systematically ask their students questions like, "Could this be a characteristic of the concept or an example of the concept?" for each key word. If students indicate it is an example, it should be circled. If they indicate it is a characteristic of the concept class, it should be underlined.

The Lesson Organizer Routine

- Teachers tend to have difficulty labeling the lines in the Lesson Organizer (and in the Unit Organizer). To prevent this problem, explain how the line labels help the student to make a sentence about the parts of the diagram. When the student can make a sentence, the relationship becomes clear between two parts of the organizer. Show the teachers how one can check the label by saying a sentence about each of the pairs of items that are connected with a line in the examples in the guidebook. (This is explained on page 17 of the guidebook.) For example, in Figure 1 on page 6, the sentence is, "This lesson on economic differences is about conflicting interests in the way people made a living between the North, the South, and the West." (The relationships in this example organizer can be stated in one sentence; others may require several sentences.) As you circulate among the teachers and check their organizers, remind them to write in the line labels and to determine whether they can connect the attached items with a sentence. If they cannot, this should tell them to consider reorganizing the lesson or relabeling the line.
- Teachers also have difficulty with naming the relationships in the lesson. One way to help them is to suggest that they create some major self-test questions first and then to determine what relationships are inherent in the questions. For example, if their questions ask the students to name characteristics, the pertinent relationship that students need to attend to is categorical. If their questions ask the students to name the events that led to a war, the pertinent relationship is the cause-and-effect relationship.
- As you circulate among the teachers while they are

creating Lesson Organizers, you may notice problems in the way their organizers are organized. In such a case, try not to argue with the teacher about the content and how it is organized. Instead, paraphrase to the teacher what you would think as a student. For example, say, "Okay, what you are telling me as one of your students is that first we will cover _____." or "You are telling me, as one of your students, that these two ideas are connected because _____." Then the teacher will realize the problem and correct it.

- There is very little mention of the Challenge Question in the guidebook. (It is briefly mentioned on page 17 in the right-hand column.) This is the isolated question that appears underneath the Lesson Content Map in Section 6 of the Lesson Organizer. This question is designed to challenge students to consider how the content of the lesson relates to their current lives. It helps them to understand why learning the content of the lesson might be useful to them. It helps to give them a reason for learning. Remember to explain the purpose of this question to teachers as you describe the sections of the Lesson Organizer, and prompt them to write Challenge Questions as they create their own organizers.
- The teachers will sometimes write objectives instead of questions for the students (i.e., they will write "List the four parts of the outer eye.") Show the teachers how to turn objectives into questions, or suggest that the teachers ask their students to turn the objectives into questions to promote student participation.

ATTEND AT LEAST ONE TRAINER'S UPDATE SESSION EVERY TWO YEARS TO MAINTAIN YOUR CERTIFICATION.

TRAINERS' AWARDS TO BE GIVEN

This is your opportunity to recognize a certified inservice trainer or a preservice trainer for her/his outstanding contributions to the efforts associated with SIM. This award is for individuals who have enabled educators to become strategic teachers and, as a result, students to become strategic learners in an exceptional way. Send a letter of nomination along with three support letters as to why the person you are recognizing should be selected for the award. In your letter, make the best case for why this person is deserving. The nominee should be an active member in the SIM Network who regularly attends update training sessions, subscribes to Strateworks, and contributes significantly to the efforts associated with SIM. Nominations and letters of support may come from teachers, trainers, administrators, parents, self, and others. A national selection committee of certified trainers will determine the awards to be presented at the July National SIM Network Update meeting in Lawrence. All letters of nomination and support should be sent to: Janet Roth, CRL, 3061 Dole, Lawrence, KS 66045 by May 1, 1994.