Framing Vocabulary™   SIM Professional Development Options

> **NOTE:** I've set up a Drop Box folder that contains a range of *Framing Vocabulary™* PD resources that I am happy to share with SIM Professional Developers. Drop Box is a free internet-based folder-sharing program. If you do not have the program loaded on your computer, it can be downloaded for free at www.DropBox.com.
>
> If you would like access to this Drop Box folder, email me at edwinellis1@gmail.com and provide me with a specific email address (list-serve addresses will not work). An "invitation to share the Drop Box folder" will be sent to this address.
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> When you receive the invitation, just select "Accept Invitation" and the folder titled "**SIM.VocabFraming.PD**" will appear in your Drop Box folder.
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> If you prefer not to use Drop Box, email me with a street address and I will send you a CD containing these resources. However, the advantage of using the Drop Box is that additional resources (e.g., PPt presentations, new samples, handouts, etc.) are frequently added and older resources are updated from time to time. These changes are *automatically updated* in your Drop Box folder.

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1-hour "Overview" conference presentation

Participant purchase of the *Framing Vocabulary™* eBook is **not required** when providing a *Framing Vocabulary™* <u>Overview</u>. You have permission to distribute copies of completed samples to use as handouts when providing an overview of *Framing Vocabulary™*, but please **do not** distribute copies of blank *Vocabulary Frames™*.

SUGGESTED AGENDA….

Mini-Overview (Big Ideas about Vocabulary Frames) PPt   **est. 10 mins**

Demonstrate 4-5 selected *Vocabulary Frames™* samples using the PPts provided   **est. 3 mins. ea.**
- <u>You</u> select samples based on audience characteristics
  For example, select those that feature…
  …content areas (science or math or history, etc.) represented by your audience
  …elementary, middle or high school teachers etc.
  …samples you or other teachers with whom you've been working created / used when teaching

- <u>Be sure</u> to include samples of both *Vocabulary Frames™* for CONCISE <u>and</u> ELABORATED definitions

Demonstrate *Framing Vocabulary™* eBook software   **est.5 mins.**
- Please be sure to inform audience how to access software (www.MakesSenseStrategies.com), and about the SIM discount code (**IS-1-SIM**)

Discuss PD Options that <u>you</u> recommend & can provide   **est. 5 mins.**

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60-90 Minute mini-workshop featuring <u>one</u> of the *Vocabulary Frames™*
(Workshop may be provided ONLY to those who have purchased the *Framing Vocabulary*™ eBook)

Selection of the particular *Vocabulary Frame™* featured during the workshop should be based on the audience's prior experience and expertise with…
>   …other Content Enhancement Routines
>   …other *Vocabulary Frames™*

If your audience is mostly unfamiliar with *Vocabulary Frames™*, then a suggestion would be to select a simple *Vocabulary Frame™* for the workshop (e.g., the **Features * Connections** *Vocabulary Frame™*), and then later, during future workshops, target more sophisticated frames such as the ***Essential Understandings*** *Vocabulary Frame™*.

If you are providing an on-going series of mini-workshops in the *Vocabulary Frames™*, you'll likely find that, as teacher's expertise increases, you will often be able to effectively address more than one of the of the *Vocabulary Frames™* within the 60-90 minute time-frame.

Be sure to reserve **at least a third of the allotted workshop time to focus on specific instructional routines.** You should avoid bombarding teachers with samples of different *Vocabulary Frames™* at the expense of devoting sufficient time to ways of using them.

SUGGESTED AGENDA for 60-90 minute WORKSHOP FOR A SPECIFIC *VOCABULARY FRAME™*

PART 1: Mini-Overview PPt   est. **10 mins.**

PART 2: Demonstrate 1-3 samples of the targeted *Vocabulary Frame**™*   **est. 3-5 mins. ea.**

- Initially, use the provided PPt file for the targeted *Vocabulary Frame™*

- If your audience is mixed (e.g., representing different content areas), then it's best to provide samples of the same *Vocabulary Frame™* for each subject-area.

- Try to include samples of the same *Vocabulary Frame™* that you and/or teachers with whom you work have created.
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- As you share the samples, share stories about experiences using the targeted *Vocabulary Frame™*.

Framing Vocabulary™
PROFESSIONAL DEVELOPMENT PLANS

Providing a <u>series</u> of mini-workshops (each focusing on a different *Vocabulary Frame™* and a different instructional routine) is an excellent approach to implementing a school-wide or department-wide *Professional Development Plan* (PDP).

Like a "book-study", an after-school (or whenever) mini-workshop can be conducted approximately every two weeks. Each the workshops focus on use of a specific *Vocabulary Frame™*.

Step 1: Provide the mini-workshop on a specific . Toward the end of the workshop, teachers set goals for the number of times they will attempt using targeted *Vocabulary Frame™*, and commit to bringing X number of samples to share at the next workshop scheduled in two weeks.

During the two-week interim between mini-workshops…

Step 2: Teachers practice implementing the new tool with different lessons, types of assignments, etc. (this provides sufficient time to try it multiple times).

If your school is implementing instructional coaching, this is an excellent time to apply these techniques.

At the beginning of the next mini-workshop…

Step 3: Teachers share samples and experiences, as well as discuss challenges and potential solutions.

It's important to discuss BOTH the specific *Vocabulary Frame™* they've been using AND the specific instructional routine they've been trying.

Step 4: New mini-shop provided in a different *Vocabulary Frame™*, and instructional routine.

PART 3: Using terms that are very familiar to the audience, provide guided practice in the construction of the *Vocabulary Frame*™   est. **10 mins.**
- Show teachers how to find and open the targeted *Vocabulary Frame*™ via the *Framing Vocabulary*™ eBook.

- With your audience, determine ideas to note for each of the prompts for one or two of the terms (guided practice).

PART 4: Pairs of teachers then collaborate to formulate and note ideas for each of the prompts for 1-2 terms.
- Ideally, teachers use terms that they normally teach as they practice constructing the *Vocabulary Frame*™.

- Ask each pair to share their completed *Vocabulary Frame*™ with either a different pair or with the audience.
  est. 10 mins.

PART 5: Explain <u>one</u> (or possibly two) of the instructional routines that is not familiar to your audience. est. **20 mins.**

- Demonstrate how to access the "Quick-Start" version of the routine on the *Framing Vocabulary*™ eBook.

- Demonstrate how to access the Step-by-Step instructions for the routine the *Framing Vocabulary*™ eBook.

- While targeting one or two terms, *implement the instructional routine* with your audience (you pretend to be a teacher, the audience pretends to be students) so that your audience can actually experience how the routine is used.

> NOTE: It's best to avoid bombarding teachers with a host of instructional routines at once; rather focus on just one (or possibly two) of them, and focus on ensuring the audience leaves with a clear understanding of how to implement it.

> *Avoid assumicide!* While some of the teachers with whom you are working may be familiar with routines like "Numbered Heads Together", don't assume that they will automatically be able to figure out how to apply them within the context of using *Vocabulary Frames*™. Likewise, don't assume they are even familiar with some of the routines, even if they indicate that they are. It's important to create an activity where they <u>experience</u> how the routine is applied.

3-4 hour workshop featuring *Vocabulary Frames™* for *CONCISE DEFINITIONS*
(or for ELABORATED DEFINITIONS)

SUGGESTED AGENDA…

PART 1: *Big Ideas about Using Vocabulary Frames* PPt   est. **15-25 mins**
Suggested follow-up activity: *What? So What? Pair-Share*
- Teachers pair up.
- Pose the following three questions:
    o *What is THE most important idea you heard?*
    o *What made it so important?*
    o *What questions does that idea raise?*
- Provide a time limit (5 minutes).
- Afterward, randomly call on 2-3 volunteering participants to share their responses to the three questions.

PART 2: Demonstrate *Framing Vocabulary*™ eBook software   est.**10 mins.**
- Be sure to…
    • Briefly demonstrate how to open the color and blackline interactive *Vocabulary Frames™*, how to type information in the text boxes, save, and close these files.
    • Demonstrate how to access the samples and use the "menu" button to return to the main menu.
    • Demonstrate how to access the "*Quick-Start Guides*" to the instructional routines as well as the *Step-by-Step instructions* for these routines.

PART 3: *Concise Definitions Frames* PPt   *est.* **20 mins**
- Use the provided PPt file titled, "*Concise Definitions Workshop*"
- Share additional samples of Concise Definitions *Vocabulary Frames™* that you and/or teachers with whom you work have created.
- As you share the samples, share stories about experiences using the targeted *Vocabulary Frame™*.

PART 4: Using terms that are very familiar to the audience, provide guided practice in the construction of one of the *Vocabulary Frames™*   est. **10 mins**
- With your audience, determine ideas to note for each of the prompts for one or two of the terms (guided practice).

PART 5: Pairs of teacher then collaborate to formulate and note ideas for each of the prompts for 1-2 terms.
- Ideally, teachers use terms that they normally teach as they practice constructing the *Vocabulary Frame™*.
        est. **15 mins**

PART 6: Ask each pair to share their completed *Vocabulary Frame™* with either a different pair or with the audience. est. **10 mins**

PART 7: *Tips on Teaching Vocabulary* PPt
- Use the provided PPt file titled, "*Tips on Teaching Vocabulary*" **est. 15 mins**
- Suggested follow-up activity: ***Rank and Share*** *opinions about the 9 "DOs" and 5 "DON'Ts" addressed in the presentation*
  - Teachers form small discussion groups, discuss the DOs and DON'Ts, and then determine the four MOST important, and rank them accordingly to importance **(est. 5 minutes)**
  - Afterwards, each team shares with the audience their #1 and #2 'most important' DO or DON'T and defends their choices. **(est. 5 minutes)**

PART 8: *Instructional Routines Jigsaw*
1. Teachers form pairs, and each pair is then assigned <u>one</u> of the *Framing Vocabulary™ Instructional Routines.*
   E.g.,   Team #1 is assigned *"Guided Note Taking: Pause * Pair Share"* routine
   Team #2 is assigned *"Before and After"* routine
   Etc.

2. *Ask each team to access both the Quick-Start Guide* and the Step-by-Step instructions in their copies of the *Framing Vocabulary™* eBook. **est. 10 mins**

3. Each team then discusses their assigned routine, and prepares to summarize it for the audience. Ask each team to hypothesize a specific scenario in their classrooms when and how the routine might be used. Ensure that the teams are aware of the time limit to complete their task **(est. 10 minutes)**.

4. Have each team briefly summarize the purpose and procedures for implementing their assigned instructional routine, and describe the scenario in which it would be applied in their own classroom. **est. 15-20 mins**

PART 9: *Tips on Vocabulary Frames* PPt
- Use the provided PPt file titled, "*Tips on Vocabulary Frames*"
- Suggested follow-up activity: ***Which is Which Questions*** about the 9 "DOs" and 3 "DON'Ts" addressed in the presentation **est. 10 mins**

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  One at a time, pose the following questions to the audience, and then discuss accordingly…
  est. 10 mins

  - *Which of the DOs and/or DON'Ts tips about using the Vocabulary Frames™ do you anticipate will be the biggest "No-brainer" (easiest to implement)? …most challenging or difficult? Why?*
  - *Which was the biggest surprise? …or most useful? …or most confusing? Etc.*
  - *At what point in the lesson do you anticipate the Vocabulary Frames™ will prove the most useful? BEFORE (at the beginning of the lesson, DURING (during the heart of the lesson) or AFTER (at the end of the lesson to anchor and/or review the meanings of the new terms?*

PART 10: Planning Vocabulary Instruction
- Use the provided PPt file titled, "*Tips on Selecting Vocabulary*" and *The Vocabulary Lesson Planner.* **est. 10 mins**
- Afterward, demonstrate how to use the *Framing Vocabulary™* eBook to access the *Vocabulary Lesson Planner* and discuss the sample completed Lesson Planner.
- Be sure to emphasize ***how quickly*** the *Vocabulary Lesson Planner* can be used to plan effective lessons using the *Vocabulary Frames™.*

PART 11: Putting it all together **est. 30 mins**

- Ask individual teachers to target a specific up-coming lesson and (a) select and complete one of the *Vocabulary Frames™* to be used during the lesson; and (b) using the *Lesson Planner*, determine the *Framing Vocabulary™ Instructional Routine(s) to be used.*

- Have teachers form teams of 4 and then share the results of their work with their members.