

<b>Autonomy and Authentic</b>	<i>Valiente</i> SANNA LEINONEN
<b>Activity 1</b>	<b>Administrators' action plan to promote teacher collaboration</b>
Materials	Checklist for the administrator (PDF)
Description and purpose	People do best if their decisions are put into some systematic written form. This PDF offers an action-planning template the teachers can use to plan their collaboration
Source	Villa, Thousand & Nevin
<b>Activity 2</b>	<b>UbD Backward Design</b>
Materials	UbD Backward Design Template for planning (Word)
Description and purpose	A template to be used to design an authentic learning unit. It focuses on shared and desired results.
Source	Wiggins & McTighe

<b>Activity 3</b>	<b>Classroom study through peer observation</b>
Materials	Peer observation template for recording data (Word)
Instructions	<ol style="list-style-type: none"> <li>1. Teachers start with a study of existing curriculum and standards. They identify and discuss the critical concepts and skills to be demonstrated by the students.</li> <li>2. Choose a lesson to observe.</li> <li>3. Observe the classroom and collect data, concentrating on the critical concepts and skills discussed earlier.</li> <li>4. After the observation teachers review the observation data together and plan changes if needed.</li> <li>5. Repeat the process for the next teacher in the group.</li> </ol>
Skills and objectives	An activity to be used with teachers who want peer assistance to determine the best solutions for an authentic situation
	<p><b><i>These seven principles can form effective “points of entry” into the observation and feedback process:</i></b></p> <p><b><i>Prior knowledge</i></b>– What students know coming into the classroom can help or hinder their learning.</p> <p><b><i>Knowledge organization</i></b>– How students organize knowledge influences how they learn and apply what they know.</p> <p><b><i>Motivation</i></b>– Students’ motivation determines, directs, and sustains what they do to learn.</p> <p><b><i>Mastery</i></b>– To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.</p> <p><b><i>Practice and feedback</i></b>– Goal-directed practice with targeted feedback enhances the quality of students’ learning.</p> <p><b><i>Student development and class climate</i></b>– Students’ current level of development interacts with social, emotional, and intellectual climate of the course to impact learning.</p> <p><b><i>Self-directed learning</i></b>– To become self-directed learners, students must learn to assess the demands of a task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed.</p>
Source	Northeastern University CATLR