

FOCUS SEGMENT:



MAKING THE ADJUSTMENT TO QUAD D INSTRUCTIONAL STRATEGIES

DESIGNED FOR:
ALL GRADE LEVELS

INTRODUCTION

FOCUS Segments are intended to assist a designated facilitator lead educators through 60-90 minute collaborative professional development activities. All *FOCUS Segments* are divided into five featured areas.

- **Foundation** - presents information about which SPN resources will be shared among the group as part of the activity.
- **Overview** - provides a clear learning objective for the session.
- **Connect** - creates a common experience for all group members around a SPN resource.
- **Unpack** - describes the learning activity educators will use to expand their knowledge base around the topic.
- **Strategize** - helps participants reflect on learned material and design a plan for implementation.

FOCUS Segments are written for groups of educators, described in the “Unpack” section. These groups may be organized in a variety of ways: content areas, grade levels, experience, or deliberately mixed. Some *FOCUS Segments* are labeled “For K-12 Educators” when they target foundational teaching and learning topics. Some are targeted for specific grade levels, noted at the top of the page.

For each *FOCUS Segment*, a facilitator should be designated to download SPN resources, print handouts and gather other needed materials. Additionally, the facilitator should be prepared to lead discussion and activities during the session.

Please share your feedback via the SPN Website and look for new *FOCUS Segments* each month.



FOUNDATION

Prior to workshop, participants should have a general understanding of the Rigor and Relevance Framework. For a quick review of the framework, view the Using the Rigor & Relevance Framework® podcast.

Facilitator should download the following supplemental resources from the SPN website:

Making the Adjustment to Quad D Instructional Strategies

 [QuadDInstructStrategies.mov](#)

 [QuadDLearningJonesKuzmich.ppt](#)

 [InstruStratQuad.pdf](#)

OVERVIEW

Through this one-hour Focus Segment, educators will gain a deeper understanding of how to move instruction from Quad A to Quad D.

CONNECT | 20-30 MINUTES

Watch six-minute video, “Making the Adjustment to Quad D Instructional Strategies.” With the group, review each step on the Making the Adjustment to Quad D Instructional Strategies Guided Practice chart.



UNPACK | 40-60 MINUTES

In small groups of 2-3, educators, choose a topic from which a teacher plans to teach in the upcoming month. Review Instructional Strategies for Rigor and Relevance Framework, paying special attention to Quad D Ideal Strategies (ones with three stars under Quad D). Choose a strategy that can be incorporated effectively into the chosen lesson. Groups should utilize the Making the Adjustment to Quad D Instructional Strategies Guided Questions to plan revised lesson. Afterwards, groups should share their revised lesson.

STRATEGIZE

Reflect on how well your participants were able to utilize the Instructional Strategies for Rigor and Relevance Framework and move a lesson towards Quad D. Based on that reflection, use the following chart to choose your next Focus Segment.

Ready for Next Segment	For Additional Review
Videocast-Stretch Learning	Technical Bulletin #169 - Increasing Rigor and Relevance
Videocast-Quad D Moments	Technical Bulletin #5 - Which Instructional Strategies Work Best?



Following is a model chart to be used as a guide. On the next page is a blank chart for workshop participants to fill in.

MODEL CHART MAKING THE ADJUSTMENT TO QUAD D INSTRUCTIONAL STRATEGIES GUIDED PRACTICE	
STEP ONE Describe the lesson your group has chosen to revise.	<i>Grade 4</i> <i>Students will read pages 65-69 of their textbook and answer the following questions.</i> <ol style="list-style-type: none"> 1. Define matter. 2. What is a solid? What is a liquid? What is a gas? 3. What is the difference in the atom arrangement of a solid, liquid, and gas?
STEP TWO In the video Dick Jones and Lin Kuzmich discuss the importance of knowing the target learning for a lesson. What essential information should students learn in the lesson your group has chosen? How will you communicate your learning goal with your students?	<i>Essential information-</i> <ol style="list-style-type: none"> 1. Students will learn the states of matter (solid, liquid, gas) and be able to give examples of each state of matter. 2. Students will be able to group objects by their state of matter. 3. Students will describe each state of matter in-depth. <i>Learning goals will be posted on the board and reviewed at the beginning of the class.</i>
STEP THREE What strategies can be incorporated to raise the Quad of learning?	<i>From the Instructional Strategies and Rigor/Relevance Framework sheet, cooperative learning and presentations will now be included.</i>
STEP FOUR Describe the revised lesson. Be sure to include <ol style="list-style-type: none"> 1. A connection to the essential information from Step Two. 2. The chosen strategy from Step Three. 3. Specific instructional steps for the lesson. 4. A description of how student understanding will be evaluated. 	<ol style="list-style-type: none"> 1. At the beginning of the lesson, offer popsicles to a couple students in class. Then hand them a Ziploc bag containing melted water that is colored with food coloring, and Popsicle sticks to represent the Popsicle. <i>Discuss what form they expected the Popsicle to be in (answer: frozen). Discuss what matter is and the 3 forms of matter (solid, liquid, gas). Explain what each type of matter is and give a few examples of each.</i> 2. The teacher will show pictures of solids, liquids and gases with atom arrangements. The students will identify each picture as a solid, liquid or gas by holding up 1 finger for solid, 2 fingers for liquid, and 3 fingers for gas. 3. The students will practice drawing the atom arrangement for a solid, liquid and a gas. The students will share their drawings with a partner to check each other for accuracy. 4. Students will be broken in to 3 groups: solid, liquid, and gas. Each group will write a paragraph explanation of their state of matter, citing information from their textbook. They will also develop a list of examples for their state of matter. 5. Students will compile this information onto a poster that includes their description, examples, citations, and some pictures. <i>Students will present their state of matter posters to the class.</i>

MAKING THE ADJUSTMENT TO QUAD D INSTRUCTIONAL STRATEGIES GUIDED PRACTICE

STEP ONE

Describe the lesson your group has chosen to revise.

STEP TWO

In the video Dick Jones and Lin Kuzmich discuss the importance of knowing the target learning for a lesson. What essential information should students learn in the lesson your group has chosen? How will you communicate your learning goal with your students?

STEP THREE

What strategies can be incorporated to raise the Quad of learning?

STEP FOUR

Describe the revised lesson.
Be sure to include

1. A connection to the essential information from Step Two.
2. The chosen strategy from Step Three.
3. Specific instructional steps for the lesson.
4. A description of how student understanding will be evaluated.

