

School Site Visit Demonstration Lesson Day (Thinking Maps® Example)

This model would be applied with other methodologies as well.

Purpose: for whole staff to see how Thinking Maps® are implemented during one school day; create discussion amongst the staff; build a PLC (Professional Learning Community) through modeling and doing; create a video library of implementing Thinking Maps®.

Goals: The whole staff will see the success of using Thinking Maps®, be part of collegial dialogues in small groups and the whole school, develop discussion on the use of maps as content and the hows of pedagogy implementing the maps with students. The goal is to have the whole staff engaging and collaborating together.

How: There are three key steps to the Demonstration Lesson Day

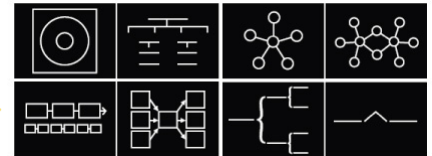
- Meet with the whole staff before school starts to provide an overview of the day and;
- engage them in any questions they have in regards to the implementation of Thinking Maps® using a Circle Map to record their questions and a Tree Map to sort their questions.

Demonstration lessons will replicate the same process 5 times (5 hours total). Each lesson will model introduce a Thinking Map® (whole group, then small group) with age appropriate content that is currently being studied. Each hour will include:

- a briefing (approximately 10-15 minutes);
- the lesson (15 min, 20 min maximum);
- debriefing (15-20 minutes);
- reflection - take-away (5-10 min)



THINKING MAPS®



The first Demonstration Lesson Day will have the DfT Trainer doing the lessons. The second Demonstration Lesson Day will have a teacher leading a lesson with the DfT Trainer coaching (if needed). The teachers will do a lesson in another teacher's room (not their own children). This model of Instructional Collegial Coaching can continue throughout the year with appropriate scaffolding with use of Thinking Maps®, writing, etc.

The Day:

1. meet with the whole staff before school (described above)
2. one hour block of briefing—lesson—debriefing x 5 throughout one day (described above)
3. meet with the whole staff after school - debrief the day *answering* many of the questions developed with the whole staff in the morning

Structure:

- 10 substitutes would be used for classrooms of participating teachers with coverage
- the classroom of the demo teacher will need coverage too - to be part of briefing and debriefing
- the TOT would be in all five demonstration lessons (threads the day)
- video tape the lessons if possible (a student can be the videographer)
- include specialists and support (classified) staff as well provide food at lunch

Briefing (deciding & planning)

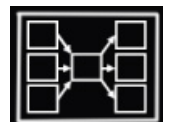
The presenting teacher leads the other teachers through a storyboard (flow map) of the lesson to be observed. The teacher doing the lesson might have requests with the observation, and the observers should have a specific focus to observe.

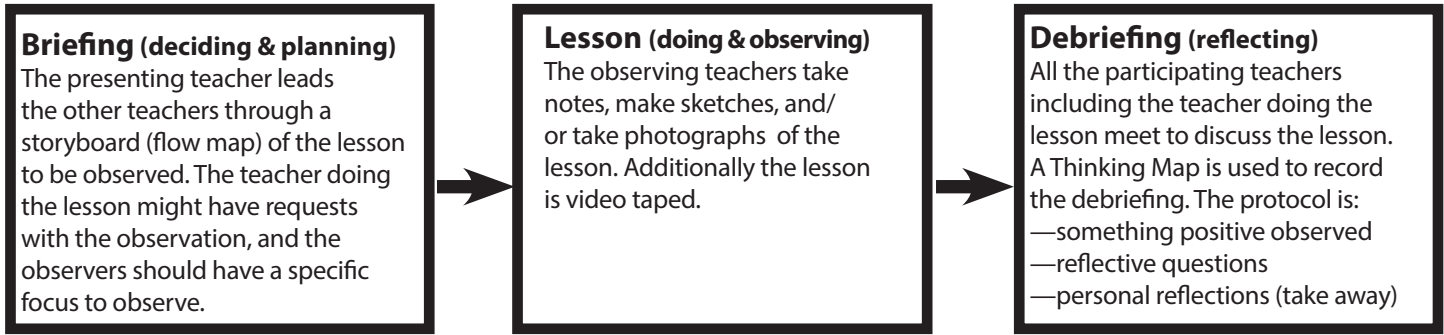
Lesson (doing & observing)

The observing teachers take notes, make sketches, and/or take photographs of the lesson. Additionally the lesson is video taped.

Debriefing (reflecting)

All the participating teachers including the teacher doing the lesson meet to discuss the lesson. A Thinking Map is used to record the debriefing. The protocol is:
—something positive observed
—reflective questions
—personal reflections (take away)





Collegial Coaching - Integration of the Action Research Model

The Collegial Coaching Model (above) will utilize and integrate the Action Research Model (below) as part of the process. The Collegial Coaching provides a method for implementation of interventions (specific reading strategies, visual mapping (Thinking Maps), collaborative learning with both students and teachers) and the Action Research model is integrated to build a deeper understanding of the methods being implemented by the teachers. And the Action Research model builds a baseline of data while building a body of research to sustain the Reading and Thinking practices - by educators and students.

