Why a Protocol?

Title III + TL³C = Protocol

Math, Reading and English + Education, College Faculty and Elementary = Based on Research
You are going on a **road trip** with your colleagues to gather souvenirs that you can use for **lesson design and delivery**.

The goal of your trip is to **acquire strategies** that will help learners to be more successful.

The **knowledge** you will gain will benefit all of your learners.
Check Your Bag...

- Read the suitcase.
  - Take turns.
  - Read both sides.

- Open the suitcase and take out the envelope.

**Think & Share:**
- Which definition matches
- Discuss why you agree or disagree respectfully.
1. Community Of Learners

Creating an **engaging** and **supportive environment** to meet the needs of **diverse** learners.

1. Norms
2. Accessibility
3. Culture
4. Readiness
5. Support services
6. Learning spaces
Designing **sequenced lessons** with clear and **measurable** learning objectives that are **aligned** to activities, materials and **assessments**.

1. Learning Objectives
2. Instructional Materials
3. Tasks
4. Differentiated Instruction
Linking academic **vocabulary**, prior knowledge and **relevant** experiences to make **meaningful** connections to new **concepts**.

1. Academic Vocabulary
2. Prior Knowledge
3. Background Experiences
Engaging the learners through a variety of instructional strategies to create opportunities to apply, practice and demonstrate understanding of concepts and skills.

1. Strategies
2. Practice and Application
3. Critical-Thinking
4. Scaffolding
5. Tools and Resources
Developing opportunities for student-to-**student**, student-to-**instructor**, student-to-**content** interaction that considers group configurations, processing and **response** time.

1. Interaction
2. Grouping Configuration
3. Wait-Time
Continuous monitoring student learning, assessing progress and adjusting role, pace and instructions to learner needs.

1. Instructor’s Role
2. Monitor and Adjust
3. Pace
Making informed decisions by using **formal** and **informal** assessment as appropriate to **support**, verify, and document learning.

1. Varied Assessments
2. Clear Criteria
3. Quality and Prompt Feedback
Pursuing **self-awareness** for reflection-*in* and reflection-*on* action that creates opportunities for professional **growth** and **development**.

1. Metacognitive practices
2. Professional Development
3. Portfolio
Route 21 is designed as an informal self-reflective analysis or a more formal peer-to-peer review.

**Observation Process:**
- Write SMART Goal
- Pre-conference
- Observation
- Post conference
- Revise SMART Goal
Required Courses (3 credits):
- Curriculum Mapping & Instructional Design
- Outcomes-based Learning & Informative Assessment
- Lesson Design & Delivery

Restricted Electives (1 credit):
- Teaching & Learning Seminar
- EDU Applications of Technology

Specializations (6 credits):
- Various (Reading, Writing, SEI/ESL/ BLE, Spanish, Inquiry-Based Science & Math, Flipped Classroom, OER, etc.)
## 5-Year Itinerary

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<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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| Y1   | ETL211AA: Curriculum Mapping  
S1: Community Of Learners | S8: Reflective Practitioner |
| Y2   | ETL211AB: Outcomes-based Learning | ETL211AC: R21 Overview (Standards 1-8) |
| Y3   | ETL102: Ed. Apps of Technology  
S2: Planning for Instruction | S3: Building Connections  
S7: Review & Assessment |
| Y4   | S4: Making Content Meaningful | S5: Interaction  
S6: Lesson Delivery |
| Y5   | Route 21: Destination Teaching and Learning Conference | |

### Souvenirs
- Peer-to-Peer Observation Process
- ii: Professional Goals
- OER: Textbook
- MOOC
- Facilitator Notes

### Notes
- Souvenirs
- Peer-to-Peer Observation Process
- ii: Professional Goals
- OER: Textbook
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### Observations
- Process
- ii: Professional Goals
- OER: Textbook
- MOOC
- Facilitator Notes

### Goals
- OER: Textbook
- MOOC
- Facilitator Notes
Thank you

for

Touring R21