Welcome to *Hidden Sparks Without Walls*. We will be starting shortly…

- While we are waiting to begin please **practice using the chat feature by sharing your name, school and location.** Activate chat by **clicking the “Chat” tab below the attendees list** on the right of your screen. Enter your communication and click on “Send.”

- If you have any clarifying questions about the format or the topic, you **may click on the “Q&A” tab below the presenter list** and enter your questions. Feel free to use the hand raising feature, by clicking on the little yellow hand on the right side of the screen.

- Don’t hesitate to engage as active, full participants. Your contributions may help others.

  - Be aware of your air time.
Analyzing A Lesson

With Karen Kruger

March 18, 2009
Welcome & Conference Etiquette

Below are some tips that will help make this conference call successful.

• **Use the right phone.** - Cell phones can be included in conference calls, but some can also cause static on the lines. Try to use a landline phone if possible. Speakerphones pick up a lot of background noise. If you use one, mute it whenever possible.

• **Participate in a quiet, undisturbed room.** – Background noise can be heard through the phone and will disturb others in the conference. If you can’t find a quiet room, use your phone’s mute button until you want to speak – and avoid distracting noises such as humming, scraping chairs, tapping a pencil, etc.

• **Never Put a Conference Call on Hold!** - Participants will be forced to listen to your on-hold music or they will not know that you have stepped away and may continue to address you while you’re gone.

• **Call Waiting** - The sound of your call-waiting beep can be disruptive and confusing to conference call participants. Quite often the Call Waiting function can be temporarily suspended by touching *70 prior to the call.

• **Identify Yourself** - When you first enter the call and when you ask a question please identify yourself by name and school or state on-line.

• **Chat Room & Question/Answer Box** – Those participating on line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. We will offer regular opportunities for those joining by phone only to participate as well.
Karen Kruger, M.Ed. is currently an adjunct professor at Bank Street College of Education and teaches in the graduate school. She received her Masters from Bank Street and has taught in elementary and middle schools from Kindergarten through 8th grade. For the past five years she has been a field facilitator and course instructor for the Schools Attuned Initiative for New York City. Her responsibilities included teaching all courses offered by “All Kinds of Minds”, developing curricula for workshops, mentoring and supervising teachers in K-12, leading faculty development workshops for NYC schools and observing students.
Analyzing a Lesson

• In this session, we will review the developmental pathways and consider how they are involved with the content of a lesson.

• We will discuss possible strategies for students who struggle with primary developmental pathways of the lesson.
Goals of this Session

• To understand how the developmental pathways are involved in the content of a lesson.

• To become aware of students who may struggle with the pathway demands of the lesson.

• To consider possible strategies for the students who struggle with the lesson.

• To begin analysis of your own lesson.
A quick overview of the developmental pathways:

- Attention, memory, language, organization, neuro-motor functioning, higher order thinking and social cognition.

- The pathways do not exist in isolation, they interact with each other.

- Everyone has strengths and weaknesses.
Sample lesson to analyze together:

“What did you do during Spring break?”

Students will complete a five paragraph essay (rough draft) and then work in pairs, to read their essays to each other and peer edit the essays.
What is the First Step?

Steps involved with this lesson:

1. Write the five paragraph essay.

2. Read your essay and listen to your partner’s essay.

3. Edit the essays with your partner.
Which Pathways are Involved?

Developmental pathways involved with

Step 1: Write a five-paragraph essay.

1. Expressive language: written

2. Memory (long term, active working): What did I do over Spring break? How do I write a paragraph?

3. Higher order thinking: Creativity, rule use


5. Graphomotor function: writing the essay on paper.
What Happens in the Next Step?

Developmental pathways involved with

Step 2: Read your essay and listen to your partner’s essay.

- Expressive language: reading your essay to your partner.

- Receptive language: listening to your partner read his/her essay.

- Social cognition: verbal pragmatics: working with your partner.

- Attention: mental energy, alertness.
What are the Final Pathways?

Developmental pathways involved with

**Step 3:** Edit the essays with your partner.

1. Higher order thinking:
   - Rule use (What are the rules about editing? What are the rules about spelling and punctuation?)
   - Critical thinking (how can this part be improved?)

2. Social cognition: verbal pragmatics and collaboration.

3. Expressive language: rewriting and correcting the essays
## Tally the pathways

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Primary developmental pathways involved with this lesson:
(List the top 3)

- Expressive language
- Higher order thinking
- Social cognition

Expressive Language
Social Cognition
Higher Order Cognition (rule use)
Strategies for Students

Strategies for students who have weaknesses in the primary pathways of the lesson.

Strategies for weaknesses in Expressive Language:
Strategies for Expressive Language

Strategies for Expressive language (written) weaknesses:

1. First determine which area of language is problematic. (Strategies for weaknesses in sentence formation will be different from strategies for weaknesses in semantic use.)

2. Provide a model for planning and organizing an expressive language activity; graphic organizer, outlines, planners.

3. Allow a variety of tools/technology to enhance written output, for example: computers with spell and grammar check, tape recorders to record thoughts and ideas, software programs like Inspiration to help with concept mapping.

4. Divide writing into steps and have students focus on one step at a time.
Strategies to Help

Strategies for weaknesses in rule use of Higher Order Thinking:
Strategies for students who struggle with Rule Use:

1. Create a “rule book” for students to use at their desks. It can include the description of the rule and an example of when to apply the rule.

2. Use mnemonics to help students remember rules. For example, to check their written work: COPS: Capitalization – Organization – Punctuation – Spelling.

3. Have posters in the classroom with rules for writing, editing, math procedures, etc.
Strategies to Help

Strategies for social cognition weaknesses in verbal pragmatics and collaboration:
Strategies for Verbal Pragmatics and Collaboration

Strategies for verbal pragmatics and collaboration:

• Model examples of expected behavior when working with other students. Post behavior expectations in the classroom.

• Provide examples of specific statements to use when giving feedback. For example: Always begin with a positive statement: “I liked the way you…”

• Carefully plan when pairing the students. Try to match a student who struggles with social cognition with a student who has strengths in that area.
## Dominant pathways of sample lessons

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Following the same sequence that we just used to analyze the “Spring break essay” lesson, begin to analyze your own lesson.

1. Determine what you are asking the students to do in order to complete the lesson.

2. List the necessary tasks (reading, writing, listening to instructions etc.) involved with the lesson and connect the tasks with the developmental pathway involved. For example: writing involves expressive language, active working memory, graphomotor function and perhaps creativity from higher order thinking.
3. After you have determined the developmental pathways involved with your lesson, pick the 3 most dominant pathways. For example, in our sample lesson, they were: expressive language, higher order thinking and social cognition.

4. Think of your students and consider which ones will have difficulty with the dominant pathways and think of possible strategies you will have for those students.

5. Try the strategies and see if they help your students.
Homework for the next training session: “Analyzing Your Teaching Style”:

• Begin to think about your own learning profile. What are your strengths? What are your weaknesses? What strategies do you use to support your weaknesses?

• For the next session, bring your learning profile. Include at least three developmental strengths, with evidence, and two areas of weakness, with evidence and one strategy that you use to support your weaknesses.

• An example is on the next slide.
Example: I have strengths in gross motor function. The evidence is that I have been a competitive athlete for most of my life.

- I have a weakness in spatial ordering, specifically, materials management. The evidence is that I am always misplacing papers and folders and losing favorite pens and glasses. One of my current strategies is to try and throw away unnecessary papers and I have a pencil case in my purse, to hold my favorite pens. I’m still working on strategies for finding my glasses and I am open to suggestions. I always try suggested strategies.

- You do not need to list any strategies for your pathways of strengths.
Conclusion

- Now that you have completed analyzing one lesson, try to consider how the developmental pathways affect the other subjects that you teach.

- Can you think of other strategies that might help your students who struggle in the less dominant pathways?

- I hope this session has helped you to become more aware of the many developmental pathways that can be involved in one lesson and how you can support the students who struggle in those areas.
Dr. Levine, the founder of All Kinds of Minds, is the author of many books on this approach to learning. Two of these books:

- **A Mind At a Time** published by Simon and Shuster.
- **Educational Care** published by Educators Publishing Service.

He has also written a book for elementary school age students:

- **All Kinds of Minds** published by Educators Publishing Service.
Hidden Sparks is a non-profit fund whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit. Hidden Sparks’ programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 21 Jewish Day Schools/Yeshivot in New York and 7 in Boston, through a partnership with Gateways: Access to Jewish Education.
Upcoming Hidden Sparks Without Walls Sessions

Wednesday, March 25, 2009  Analyzing Your Teaching Style, with Karen Kruger
Pre-requisite for this class is participation in the March 18th Hidden Sparks Without Walls class, Analyzing a Lesson.

Wednesday, March 30, 2009  Repeat of: How We Learn with Claire Wurtzel

Wednesday, April 22, 2009  Analyzing Student Work, with Kelli Pollock

Wednesday, April 29, 2009  Strategies for Peak Performance: Effective Tools for Organizing Your Students, with Jane Gertler

Wednesday, May 13, 2009  3 Part Session: Exploring Learning Processes in Judaic Studies Curriculum, with Shmuel Schwarzmer
Pre-requisite for this class is participation in, or downloading Claire Wurtzel’s February 24th Hidden Sparks Without Walls class, An Overview of How We Learn.

Wednesday, May 20, 2009

Wednesday, June 3, 2009

Tuesday, June 9, 2009  Transitions, with Andrea Rousso

For more details visit www.HiddenSparks.org

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