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| **Time** | **Teacher** | **STAGE** | **Student** |
| 2:00 | Welcome backAsk for questions | M | Set Tone |
|  | Set stage for afternoon Focus on **Designing Great Tasks**The difficult competencies are easier to achieve when tasks are designed well |  |  |
|  | Steal heavily from TBL – admission that I an a TBL zealot – but the structures that make TBL so effective can be used elsewhere |  |  |
|  | Who here is familiar with TBL |  | Show of hands |
|  | Quick thumbnail view of TBLRAP + 4S AppEx |  |  |
|  | Sing praises of Roberson paper |  |  |
|  | Who has read the paper carefully – who would like a few minutes to review it – the more familiar you are the more you can get from the activities |  | Student review their copy of paper |
|  | Put reading away and get ready to RAPIndividualTeams |  | Test Sheets + IF-ATs |
|  | Begin Activity CyclesSix AppEx’s |  |  |
|  | Present model taskHighlighting important parts to recognize and incorporate into the design of your activitiesLoop concrete tasks back to day 1 discussion that writing LO’s for concrete action is much easier |  |  |
|  | Revisit the bigger picture of how pieces fit into increasing the quality of instruction and help us be part of a system to produce quality evidence for our accreditorsGood instruction is about being intentional |  |  |
|  | Afternoon close |  |  |
|  | Questions |  |  |
|  | 2 day close |  |  |