



Planning for a Strong Finish

Category: Teacher Essentials

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Teacher Essentials

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify the importance of planning a successful end of the year.
- Learn strategies for filling up the final school days with positive learning experiences.
- Apply techniques of self-reflection to increase student appreciation and improve classroom instruction.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts:
 - Handout 1: How Perception Works
 - Handout 2: There’s Always a Reaction to Every Action
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Plan a Strong Finish
2. Firm Up the Final Days
3. Aim for the Winning Edge

Subtopics:

1. Plan a Strong Finish

- a. Look Back to Look Forward
- b. Start Year-End Success Now

2. Firm Up the Final Days

- a. Red Pencil Remedies
- b. Persuade to Motivate
- c. Talk That Works

3. Aim for the Winning Edge

- a. Keep Learning Going
- b. Shine Through Self-Reflection



Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

| Section of Presentation | Slide # | Timing (mins) |
|---|---------|---------------|
| Getting Started | | |
| Introduce self, co-teacher, participants | 1-2 | |
| Explain materials issued to participants | | |
| Cover objectives (from Workshop Overview) | 2 | 10 |
| Topic 1 – Plan a Strong Finish | | |
| | 3-9 | 40 |
| Activity – Closure Checklist | | |
| | 4-5 | (20) |
| Topic 2 – Firm Up the Final Days | | |
| | 10-21 | 55 |
| Discussion Point – What are effective ways to encourage failing students to succeed? | | |
| | 11 | (5) |
| Quick Write – Why might students be hesitant to talk to their teachers? | | |
| | 21 | (10) |
| Break | | |
| Topic 3 – Aim for the Winning Edge | | |
| | 22-29 | 55 |
| Activity – Closure Calendar | | |
| | 29 | (25) |
| Closing Thoughts | | |
| | 30 | 5 |
| Total of 2 hours and 45 minutes (not including break) | | |

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.



Slide 24

PDXPERT AIM FOR THE WINNING EDGE

Keep Learning Going

Personalize relationships by:

- Viewing each student individually and as a member of the class.
- Being sensitive to students' individual differences.
- Knowing each student's preferred learning style.

The MASTER Teacher
Bridges Support Teams

View each student individually and as a member of the class. *The place to start is with your thinking. View each student as an individual as well as a member of the class. Believe that each student possesses unique knowledge, needs, interests, talents, skills, and experiences that can stimulate higher levels of learning—or block even the most basic forms of interaction with you.*

Be sensitive to students' individual differences. *Further, your knowledge of and sensitivity to individual differences are the motivational keys to gaining this valuable instructional advantage. When you possess even a few key insights about your students' lives, you're positioned to relate better to them—and to adjust the pace of instruction to stay within a range that's not so fast as to leave them behind or so slow that they become bored and unchallenged.*

Know each student's preferred learning style. *Another dimension of personalizing learning is acquiring and using your understanding of the preferred learning style of each student. You can gain this insight through a combination of structured learning style assessments and informal observation.*

PDXPERT AIM FOR THE WINNING EDGE

Lay out a **weekly** calendar of activities for students in your class.

- Calendar entries must consist of creative instruction or activities to maximize the final 60 days of class.
- Add a brief description of each activity and its objectives.

ACTIVITY: Closure Calendar

The MASTER Teacher
Develop. Support. Inspire.

We'll end this workshop with an exercise that will add to your list of useful activities with which to end the school year.

Activity: Closure Calendar

Allow 25 minutes for this activity.

Objective: Participants will apply a strategy similar to creating a plan of achievement for students. This calendar of activities must reflect their plan to reinforce the knowledge and skills they expect a particular class to master.

Divide participants into five teams. Divide participants by grade level or subject that they are teaching, or have each team choose a grade level on which they'll base their planning. Explain that the team members must brainstorm end-of-the-year activities they can do with their students as they transition to the new school year.

Give the teams markers and chart paper so they can outline their calendar and show it to the whole group. Ask participants to choose a team member to report these strategies to the whole group. Each group presentation should last three minutes or less.

Debrief: Request feedback for each presentation from the audience.

“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. In general, can you say that most students in your school are finishing strong at the end of each school year? Why or why not? What traditional practices among the faculty, if any, allow or foster the students’ tendency to slack off in the last few weeks of school?

2. Are there any aspects of planning for the final 60 days of the school year that the workshop did not cover? What are they, and how do you suggest addressing these aspects?

3. Describe how your school can collaborate with families, institutions, and other stakeholders outside the school to effectively plan a strong finish for students each school year.
