

Module 1: The Beginning

Focus Areas:	History Organization of MLPP 2000 Vision and Balanced Literacy Zone of Proximal Development Constructivism Developmentally Appropriate Practices MLPP Teacher Rubric for Self Assessment Toolkit	
Materials needed:	Materials provided by ISD or site: <ul style="list-style-type: none"> • MLPP • Overhead projector • VCR • Participant's Module 1 Packet • Appropriate number of toolkits. Pass out materials before module begins.	Materials to be brought by the presenter: <ul style="list-style-type: none"> • Videos: <ul style="list-style-type: none"> ▪ <u>How to See What Children Can Do</u> • Prepared transparencies • Blank overheads and pens • Agenda • Three-hole punch • Chart paper and markers (enough for participants)
Introduction using Color Attributes (15 minutes)	<ul style="list-style-type: none"> ✓ Find the <u>True Colors Attribute</u> handout in their packet. Have participants choose the color attribute that best describes themselves. Group participants by color attribute. Have each group choose two attributes that are the best descriptors and share with the whole group. You give examples to clarify. ✓ Have participants introduce themselves, including their color attribute ✓ and tell how the traits apply to their lives. ✓ Display transparency of attachment. Remind them that we need the strengths of each them. 	
Balanced Literacy (20 minutes)	<ul style="list-style-type: none"> ✓ Show video <u>How to See What Children Can Do</u> (Julie Fredrick). Through group discussion, relate video to (Attachment_1_5) transparency. ✓ Using Attachments 1_6 and 1_7, introduce scaffolding in relation to balanced literacy components. Use terms "to, with, by." 	
Organization (10 minutes)	<ul style="list-style-type: none"> ✓ Explain passports-course requirements and case study checklist. ✓ Display transparency of Attachment 11.3a.. Explain the assessment groupings. This is also on page 9 in the MLPP document. ✓ Take a book walk through the manual showing how all the sections are formatted the same. 	
BREAK (10 minutes)		

Constructivism (15 minutes)	<ul style="list-style-type: none"> ✓ Do <u>Classroom Survey</u> (Attachment 1_11). ✓ Discuss attachments 1.13 and 1.14 on Constructivism ✓ Now score the survey – together as group (Attachment 1_11a - Trainer's copy).
Zone of Proximal Development (30 minutes)	<ul style="list-style-type: none"> ✓ Introduce ZPD using Linda Dorn's article (Attachment 1_8). <ul style="list-style-type: none"> • Use jigsawing activity to read and discuss article. • Refer to the ZPD worksheet (Attachment 1_9). Have participants complete this as a group activity with you monitoring examples. ✓ Have teachers fill out worksheet of classroom practices they do in their classroom (Attachment 1_10).
Developmentally Appropriate Practice (15 minutes)	<ul style="list-style-type: none"> ✓ Present Slavin's study (Attachment 1_15). Refer to case study – should pick teachable reader for case study. (Attachment 1_16) ✓ Present beliefs and benefits of <u>Developmentally Appropriate Practice</u> (Attachments 1_18 and 1_19). ✓ Display Attachment 1_20. Call attention to verbs and relate to constructivism (make overhead). ✓ Refer to Attachment 1_21. Ask participants to shut their eyes – think of your classroom – read poem – comment on how this relates/connects.
"Take A Look At Yourself Assessment" (10 minutes)	<ul style="list-style-type: none"> ✓ Introduce <u>Jump Up Your Skills</u> packet (Attachment 1_22). Have participants identify where they are on each of the traits: learner, process, and professional.
Build a Tool Kit (50 minutes)	<ul style="list-style-type: none"> ✓ Display transparency of Attachment 1_4. Highlight underlined text. ✓ Build Toolkit. Need to make transparency of toolkit directions (attachment 1_6) ✓ Advise group to keep homework assignments in separate folder and bring to each module.
Assignment (10 minutes)	<ul style="list-style-type: none"> ✓ Select case study student. Advise group to keep homework assignments in separate folder and bring to each module. ✓ Tell participants to complete questions 1 and 2 (Attachment 1_22) on their case study questions. ✓ If needed, finish Toolkit at home. ✓ Participants may wish to read articles The Practice Implications of Constructivism and Learning to Read & Write: Developmentally Appropriate Practices For Young Children.
3 hrs.	Total Class Time