**Anticipation Guide: Focus: Elevating the Essentials to Radically Improve Student Learning**

**What does Schmoker say about:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* What we Teach?
* How we Teach?
* Authentic Literacy?

|  |  |  |  |
| --- | --- | --- | --- |
| **Before Reading:** Your thoughts on the statement? | **Statement** | **After Reading:** What does Schmoker say about the statement? | **Evidence****(page #)** |
| \*MoHS Success Standards?\*Power and Priority Standards? | “Less is More” (What we Teach) |  |  |
| “I do, we do, you do” | Good, effective teaching is a mysterious process that varies from teacher to teacher. (How we Teach) |  |  |
| Literacy | Teaching verbal competence (reading, talking, and writing) is the most important single goal of schooling in any nation. (Authentic Literacy) |  |  |
| Literacy | All teachers have a responsibility to teach literacy |  |  |

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| --- | --- | --- | --- |
| **Before Reading:** Your thoughts on the statement? | **Statement** | **After Reading:** Would Schmoker agree or disagree? | **Evidence****(page #)** |
| Data Teams, PLC | Teacher Learning Team collaboration fosters change |  |  |
| MoHS Success Standards | Matched with disciplinary content, [these standards] give us all we need to ensure that students are prepared for college, careers, or any national test that comes their way |  |  |
|  | Unoriginal, traditional and redundant practices can be the most effective way to educational reform. |  |  |

My Overall Thoughts on Schmoker:

A Question for Schmoker:

Purpose of this activity:

* Introduce the big ideas in the Focus book
* Make connections to PD activities we have been doing in the past few years
* Pique interest in some of the ideas

Procedure:

1. Do the “Before” column in pairs or small groups—explain that we are accessing prior knowledge based on own experiences, philosophies and PD we have done so far (prompts in that column will remind them of our PD focus areas) **“I do” – kind of**

(7 minutes)

1. PD people (Missy et. al) model the steps with an idea that really intrigued them. Or in other ways point out what “jumped out at them” from the book **“We do”—kind of**

(15 minutes)

1. Groups will choose 2 (?) of the topics that interest the group and browse the book to see what Schmoker says about the topics. Summarize their findings – include questions you would ask him related to the topic. This is the “After” column. **“You do”**

(20 minutes)