

# Georgia Master Teacher Leadership Institute 2010

*Engaging Students in Learning with John Antonetti*

## PLU Lesson Assignment Submission Form

**Directions for PLU Assignment:** Submit a registration form, this form, and a brief lesson plan (described below) by November 5, 2010 to Laura Frizzell at Coastal Plains RESA [lfrizzell@cpresa.org](mailto:lfrizzell@cpresa.org) or fax to 229-546-4167.

Teacher's Name:		
Home Address:		
School Name:		
Grade level/Subject(s):		
School System/District:		
Teacher's Primary Email:		
Would you be willing to share this lesson and reflection with other Georgia teachers?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

### Submit a Lesson

**DIRECTIONS:** John Antonetti challenged Georgia Master Teachers and their colleagues to use his Learning Cube to make learning *engaging* and *accessible*. He also said that professional learning often takes place when educators talk about learning without the kids present, and that is especially true for summer workshops. Thank you for taking the time to implement and reflect on Antonetti's strategies in your classroom, bringing professional learning from idea to true practice.

Choose a lesson you have taught in the past or design a new lesson. Adjust the lesson to include some of Antonetti's strategies, implement the lesson, and conduct formal and/or informal assessment to determine student learning or level of engagement. Record the following essential parts of the lesson (Note the Georgia CLASS Keys Standards your lesson addresses):

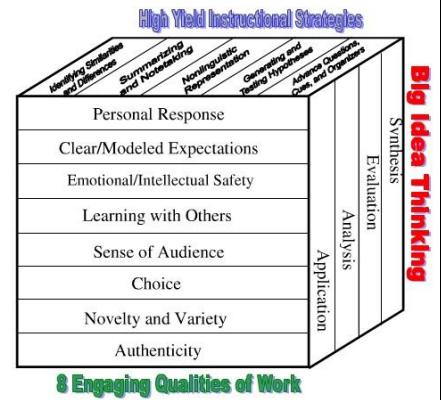
- Identify the standard and element.** *Learning goals aligned with Georgia Performance Standards (CLASS Keys SBI 2.2).*
- Describe the strategy/ies used.** *\*Research-based practices that engage students in learning (CLASS Keys SBI 1.1) AND/OR \*Higher-order thinking skills, processes, and "habits of mind" (CLASS Keys SBI 1.2).*
- Briefly describe how you determined what students learned.** *Formal and/or Informal assessment (CLASS Keys AL 1.2 and AL 1.3).*
- You may want to include graphic organizers, links, and other resources used in the lesson, but it is not required.

\*From Antonetti's Learning Cube

### Reflective Practice

USE THE FORM BELOW TO SUBMIT A BRIEF REFLECTION REGARDING STUDENT LEARNING AS A RESULT OF THE LEARNING CUBE STRATEGIES. IDENTIFY THE PARTS OF THE CUBE ADDRESSED IN THE LESSON.

- Teachers understand that reflective thinking frees teachers from limiting routines, and enables them to act in intentional ways to achieve what students need for learning (CLASS Keys P 3.1).*



Murano, R., Pickering, D. & Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Bloom, B., Engelhart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals, Handbook I, Cognitive domain*. New York, Toronto: Longman, Green.

Schlechy, P. (2002) *Working on the Work*. San Francisco, CA: Jossey-Bass.

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Thank you for submitting a lesson and reflection based on John Antonetti's presentation at the Georgia Master Teachers Summer Conference 2010.

Please submit a registration form, this document, and a brief lesson plan (described above) by November 5, 2010 to Laura Frizzell, Coastal Plains RESA, at [lfrizzell@cpresa.org](mailto:lfrizzell@cpresa.org) or fax to 229-546-4167. PLU transmittal forms will be sent to systems in November 2010.