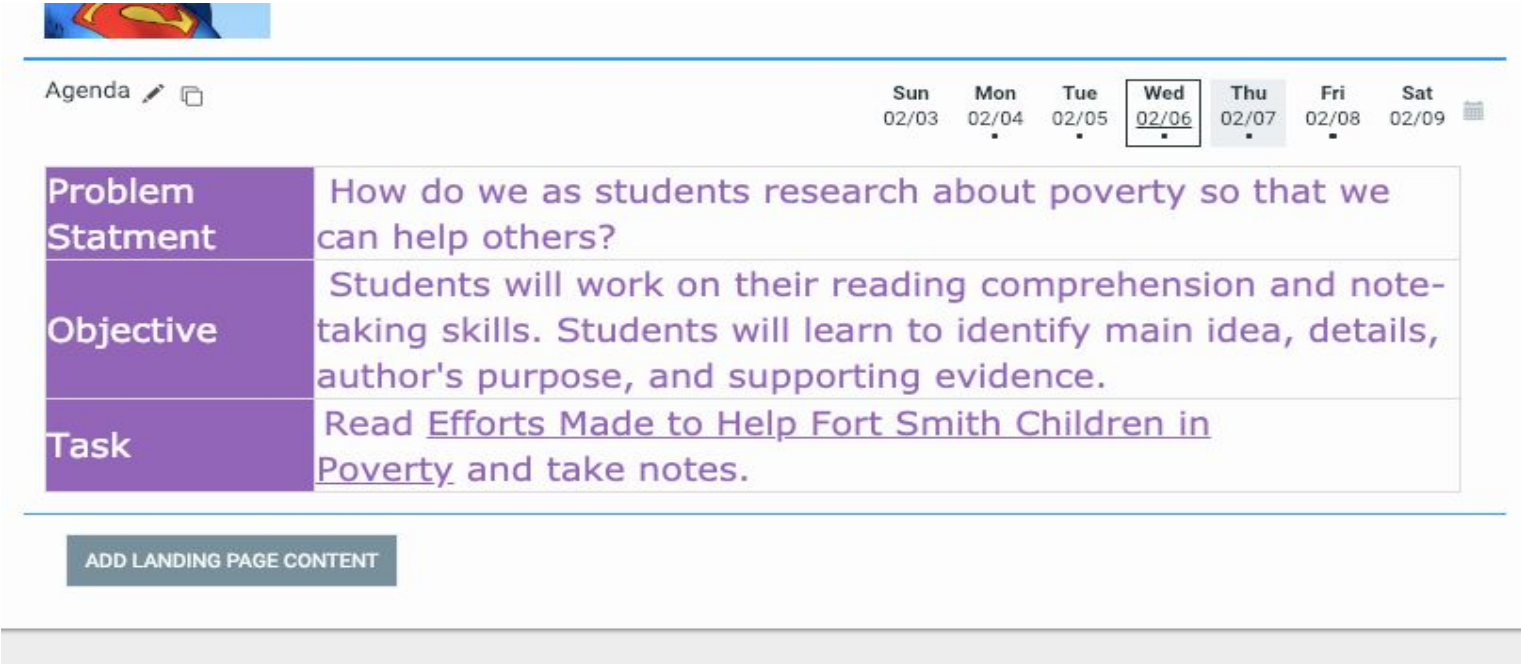


Learner-Centered Echo Agenda Characteristics

Agendas should be written with the *students as the intended audience*, can be a *powerful source of communication* to the parents and *allow for students to build their advocacy skills*.

Characteristics	Can show up in variations....
<i>Actionable & connected (get going)</i>	An introduction to the day in the form of: <ul style="list-style-type: none"> ● Objectives, learning goals ● Warm-up, bell-ringer, morning group meeting or opening moves that help students transition into the day's work
<i>Opportunity for connection (to self, peer, teacher, etc)</i>	Agendas allow for students to <ul style="list-style-type: none"> ● See connections to their own learning ● Opportunities for discourse with their peers ● Chances for access to teachers
<i>Invocation, question, or inquiry</i>	An opportunity for students to <ul style="list-style-type: none"> ● Explore ● Research ● Collect and interpret data to assist in decision making
<i>Learner-centered activity</i>	Agenda activities for the day that allow opportunities for students to <ul style="list-style-type: none"> ● Take active ownership of their learning ● Explore answers to their need to knows ● Engage in social discourse ● Practice learning outcome growth ● Independently move from one task to the next
<i>Reflection</i>	An opportunity at the end of the day for students to reflect on their <ul style="list-style-type: none"> ● Content learning ● Learning outcome skill development ● Collaborative experiences ● Areas for improvement

Secondary- NON EXAMPLES



The screenshot shows a digital agenda interface. At the top left is a Superman logo. Below it, the word "Agenda" is followed by a pencil icon and a calendar icon. To the right is a weekly calendar view for February 2023, with Wednesday, February 8th (02/08) highlighted. The main content area is a table with three rows: "Problem Statment", "Objective", and "Task". Each row has a purple header cell and a white content cell. Below the table is a button labeled "ADD LANDING PAGE CONTENT".

Agenda		Sun	Mon	Tue	Wed	Thu	Fri	Sat
		02/03	02/04	02/05	02/06	02/07	02/08	02/09
Problem Statment	How do we as students research about poverty so that we can help others?							
Objective	Students will work on their reading comprehension and note-taking skills. Students will learn to identify main idea, details, author's purpose, and supporting evidence.							
Task	Read <u>Efforts Made to Help Fort Smith Children in Poverty</u> and take notes.							

ADD LANDING PAGE CONTENT

Learner-Centered Echo Agenda: Concept Attainment



2018-2019 School Year

Agenda  

Sun	Mon	Tue	Wed	Thu	Fri	Sat
01/27	01/28	01/29	01/30	01/31	02/01	02/02

Good morning, students!

Matter is all around you. You breathe matter, sit on it, and drink every day. What words would you use to describe different kind of matter?

Today's Objective: 15.1 Composition of Matter Reading Essential

ADD LANDING PAGE CONTENT

Learner-Centered Echo Agenda: Concept Attainment

Agenda  

Sun	Mon	Tue	Wed	Thu	Fri	Sat
02/10	02/11	02/12	02/13	02/14	02/15	02/16



Journal-None

Procedure-

1. Talk about the project a little. Put the people in order and draw names for the person they will be introducing. You will need 30 seconds of introductory information (not all early info, but a clear intro of a person)..
2. Tomorrow checkpoint is 25 pics you plan on using in your video.
3. Friday checkpoint is the 30 second intro on the person you chose, along with one DOMINANT pic of that person.

Homework-Get caught up on project work



Learner-Centered Echo Agenda: Concept Attainment

Date	2/7	
Project DQ	How do I use Economics in my everyday life?	
Goal: I Can...	Define Economics	
Do Now	Write down at least one thing you think of when you hear the word ECONOMICS	
Reminders	<p>River Clean-Up Center</p> <p>Hannah W. Megan Hunter Nate Dan Kayla</p>	<p>Rehab</p> <p>Phoenix Raven Bre Sam Will Hana M.</p> <p><u>Voter Registration</u>-print if you want me to mail it</p>



Agenda

- State of the Union
- Factors of Production
- Mike and Ike - Sam
Phoenix - Big Mac
Dan - Pineapple Pizza
Nate - Steak
Hana M - Airheads
Ravine - Long Board
Will - t - shirt
Hunter - Leather
Kayla - Hershey's milk chocolate

Secondary- EXEMPLARS

Welcome Scientists!!!	
Warm-up	Journal Assessment -- What do you know?
Activities	<p>Individual Biology Workshop: Protein Synthesis -- Start with slide 88 (ask for help if you get stuck!)</p> <p>Small Group Break-out Workshops: Engineering</p> <ul style="list-style-type: none">• Quick rubric and Need to Know check• Collaborative tasks:<ul style="list-style-type: none">• Gel Electrophoresis poster• Review Gel Planning Doc• Workshop --> volume for gel concentration for agarose <p>Team Collaborative Work Time</p> <ol style="list-style-type: none">1. Each teammate should have significant research completed on your topic and start adding biology details based on the workshops and rubric bullet criteria. If not, assign specific and detailed research and include it in your pacing chart.2. Update your team's pacing chart
Reflection	Complete the reflection activity: Protein synthesis discussion board

Learner-Centered Echo Agenda: Concept Attainment

Agenda  

Sun	Mon	Tue	Wed	Thu	Fri	Sat
02/03	02/04	02/05	02/06	02/07	02/08	02/09

"Motivation doesn't last. But neither does showing. That's why both are recommended daily." -- Sujan Patel

Opening --> (10 minutes)

- Be sure your J-term organizers are submitted! [Upload here.](#)
- With your group, have a morning meeting to see where you are with the items due today
 - Art pieces
 - Individual entries
 - individual verses

Illuminated Pieces (45 minutes)

- Final art time to finish your individual illuminated pieces
 - During structured design time be sure to:
 - request and participate in optional workshops
 - take part in feedback sessions
 - communicate progress with your group members

Layout of Team's Manuscript (30 minutes)

As a team, consider the following tasks and determine work plan on time management log:

- Each team member should have final draft of historical entries and bob and wheel.
- Do a [rubric check](#) -- As a group, complete a self-assessment
- Use this [BLANK](#) to lay out your page. Leave room in your layout for the illuminated artwork
- Do your layout on plain, white paper. Submit your finished pages in your [TEAM FOLDER here.](#)

Final Updates and Submission (15 minutes)

- Make sure your work is complete and organized in your team folder
- Do one final update of your team pacing chart ([check against final rubric criteria](#))
- Check in with me if you need support, have any questions and/or need a quick review

Wrapping Up

Complete a [Collaborative Evaluation](#) for your team experience

Next week ---> New project launch!!!

Learner-Centered Echo Agenda: Concept Attainment

Agenda 

Sun 02/03 Mon 02/04 Tue 02/05 Wed 02/06 Thu 02/07 Fri 02/08 Sat 02/09



On your way in!

- Put down your bags, take off coats, and settle in knee-to-knee with a team member.



Connecting

- Dyad Protocol: *What are things you appreciate about this school? In what ways do you think it could improve?*
 - Remember! Dyads are confidential and are meant to practice listening!



Today's collaboration > Text Discussion Protocol

Key NTK: What is the history of our region? More specifically, what were some of the most important moments of the Civil Rights Movement that may have impacted our state and our statuses?

- Preparing for the discussion
 - Read the primary source, identify the discussion points below, and code sections of the text with the letter or symbol in the parentheses:
 - A **connection** to something you've done, seen, thought, felt or experienced (C)
 - A passage that elicited **feelings** (F)
 - A **key idea** (*)
 - A **question** that comes up for you (?)
 - An idea that you want to further **explore** (E)
 - An implication for action or something you'd like to **do** (D)
- Name your facilitator
 - the person with the birthday coming up the soonest
 - keeps track of time, ensures that everyone has an opportunity to talk, and gets the process going
- Discuss!
 - Each group member has a turn to share his or her thoughts on one of the above discussion points (their choice) **for up to two minutes**.
 - After each group member shares one discussion point, **for another three minutes**, anyone else in the group can respond to what was said.
 - Repeat this process one more time, sharing a different discussion point.



Exit Ticket

Oral Communication: Asks thoughtful questions that **develop** or **challenge** a topic or line of reasoning.

- On a 1/2 sheet, answer the following prompt: *If you could write a prompt for a dyad tomorrow, what would you ask?*
 - The prompt should build on conversations from today
 - The prompt should connect to your personal experiences as a student

Learner-Centered Echo Agenda: Concept Attainment

02/03 02/04 02/05 02/06 02/07 02/08 02/09

Welcome Students!

Announcement: Do you need extra support? This week you have several options.
Monday, Tuesday, and Friday --> Lunch with Ms. K in room 109
Wednesday and Friday --> After school with Ms. M in room 220

Learning Goals/Objectives <ul style="list-style-type: none">Interpret the difference between the graphs using DESMOS	Opening Connections <ul style="list-style-type: none">Individually complete this warm-up journalPreview the DESMOS Graph Comparison resource
Today's Activities <ol style="list-style-type: none">Review Creating and Solving Quadratic Equations in One Variable then submit hereLet's go back to the DESMOS Graph ComparisonCollect problems from teacher and work through them collaboratively with your table teamsCheck your understanding --> Have group indicate they are ready for a check by raising handsExit Ticket --> Reflection of learning	
Challenge <ul style="list-style-type: none">Higher level questionsExplore from different points of viewEncourage creativityUse a variety of resourcesProvide choices for outcomesSign up for tutoring	Options for Success <ul style="list-style-type: none">Mark the textShort, concrete stepsGraphic organizerVisualizeWork with a partnerUse a personal calendarAsk for help if you need itWatch, then try it yourself

Learner-Centered Echo Agenda: Concept Attainment

Echo Agenda - Secondary Math Simulation

Agenda  

Sun 02/03 Mon 02/04 Tue 02/05 Wed 02/06 Thu 02/07 Fri 02/08 Sat 02/09



On your way in!

- Grab your team folders!
- Get both your pre- and post-tasks ("Making Money" problem) from your team folder and review the comments, both old and new.
- On the back of your newest work, please answer the following questions:
 - *In what ways did you task improve from pre- to post-assessment? Be specific. Consider what you learned from the card sorting that helped you improve.*
 - *What mistakes are you still making? Why do you think that is?*



Connecting

- Think/Pair/Share from the warm-up



Today's collaboration

- Role reminders
- [Math Hospital Activity](#)
 - Cementing our knowledge of **linear and exponential equations** by critiquing another student's work



Exit Ticket

- As a group, you're going to **name moments in your collaboration when you each performed your roles in a way that helped move your group forward.**
- Together, discuss and name one of these moments for each member of your group. Be ready to share with the class.

Learner-Centered Echo Agenda: Concept Attainment

Elementary - Non-examples

[Example 1](#)

[Example 2](#)

[Example 3](#)

Elementary - Exemplars

[Example 4](#)

[Example 5](#)

[Example 6](#) (almost done!)