DYNAMIC INSTRUCTION

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GREETINGS AND CONVERSATION

Introduce yourself to your tablemates. Then, have a discussion around the following questions. As you discuss, use the notecatcher to jot down some notes/talking points:

Based on your own personal definition of “dynamic instruction,” think about a dynamic lesson that you’ve taught in the past.

- What did it look like?
- What did it entail?
- Why did you plan it?

When your teaching is at its most FUN (for you and your students) what does it look/feel like?
Participants will be able to…

- develop criteria for what makes instruction “dynamic” in an Oakland County classroom.
- apply the working definition of “dynamic instruction” to a math/literacy learning activity
- discuss real world implementations of “dynamic instruction” within teaching practice, departments, and/or buildings.
“DYNAMIC” ACROSS THE DISTRICT...

Engage in a group discussion around the following questions. Jot down your answers on the chart paper in front of you!

How do we, as Oakland Schools teachers, define “dynamic” instruction?

- What are the core components we always expect to see?
- What teacher actions need to occur for instruction to be dynamic?
- What students actions would we expect to see?
GALLERY WALK

Take 5 minutes and walk the room. As you walk, take note of the following:

- Common Trends/Differences from the Core Components, Teacher Actions, and Student Actions?
- If you feel brave and willing, add commentary/suggestions using your post-it notes!

After the gallery walk, we’ll have a brief discussion
LESSON REVIEW--MISSING CUPCAKES AND ALLIGATORS

With an elbow partner (or small group), spend the next 10 minutes reviewing the two learning activities. Based on what you see, consider what about this activity lends itself to a dynamic classroom learning experience.

Based on our working understanding of dynamic instruction, what about this activity lends itself to high levels of student engagement as well as multiple access points for students to practice a variety of different skills? (5 Minutes)

What would this particular lesson look like if it was presented to students in a “non-dynamic” way? Explain the differences between the two lessons. (5 Minutes)
BARRIERS FOR IMPLEMENTATION:

Independently, jot down some notes about the following questions. In five minutes, we’ll share our responses with the whole group.

- What barriers do you face when it comes to planning dynamic instruction in your classroom?

- What are some moves/adjustments you can make that are within your control to help increase the level of student engagement as well as your own enjoyment as a teacher?
TIME TO APPLY!

Take the remaining time to consider ways you can apply the discussions we’ve had today to your instructional practice. That may look like any of the following:

- Independently consider ways dynamic instruction can inform your summer planning.
- Work with your building level teams/co-workers to determine ways to uplift dynamic instruction in your department and/or building.
- Work with a member from another school in order to share ideas around uplifting and defining dynamic instruction within your buildings.