

AGENDA

PART ONE

Creating a Brain-Compatible Environment

- Rituals/Essential Questions
- Best/Worst Presentation
- Change: A Difficult Dilemma
- Principles of Adult Learning Theory
- 5 Facts About Neurons
- 10 Characteristics of Quality Professional Learning

PART TWO

Delivering Brain-Compatible Learning

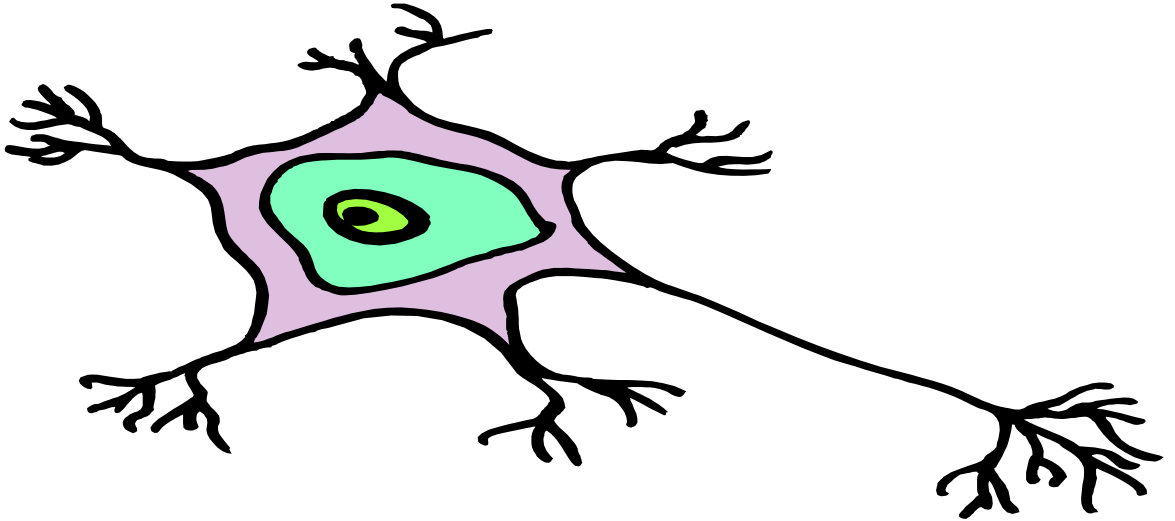
- 3 Brain Facts
- Lesson Planning
- Tips for Unforgettable Professional Learning
- Summary/Closure

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Neuron

The Memory Cell



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CHARACTERISTICS OF QUALITY PROFESSIONAL LEARNING

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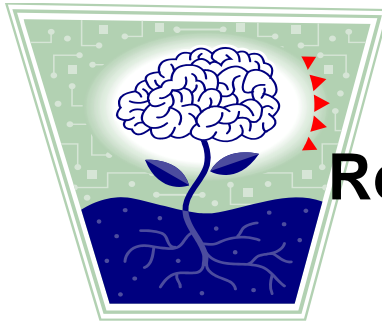
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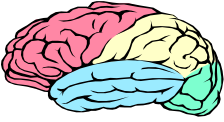

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Instructional Implications Of



Research

Brain Fact	Concepts to Remember
 <p>People tend to remember best that which comes first in a learning segment, and remember second best that which comes last. (primacy-recency effect)</p>	
<p>Need, novelty, meaning and emotion are four ways to gain the brain's attention.</p>	
<p>The brain can hold seven isolated bits of information in short-term memory simultaneously.</p>	

PROFESSIONAL LEARNING LESSON PLAN

Lesson Objective(s): *What is the purpose of this learning opportunity?*

Supporting Data: *Why was this objective selected?*

Assessment: *How will you know participants have acquired the knowledge, behavior, or skill? How will you know the objective was achieved?*

Ways to Gain/Maintain Attention (Primacy): *How will you gain and maintain participants' attention? Consider need, novelty, meaning, or emotion.*

Content Chunks and Activities: *How will you structure the learning opportunity to engage adult brains?*

Lesson Segment 1:

Activities:

Lesson Segment 2:

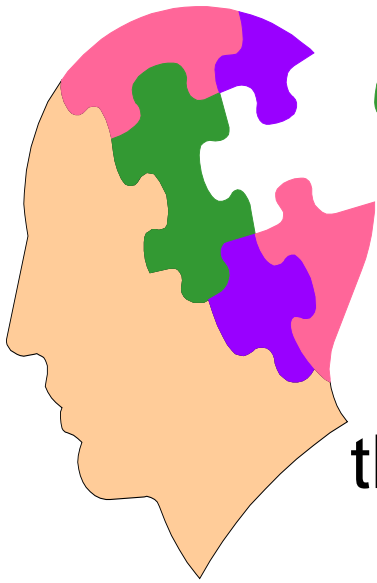
Activities:

Lesson Segment 3:

Activities:

Professional Learning Strategies: *Which strategies did you incorporate into this plan? How will you support and sustain behavior change?*

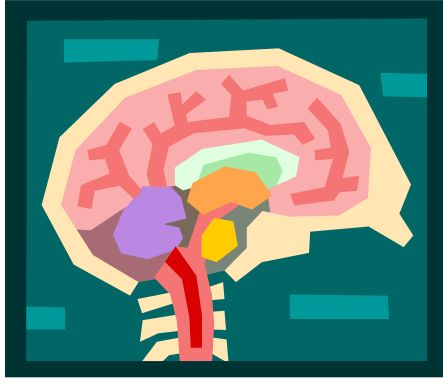
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|--|---|
| <input type="checkbox"/> Brainstorming/Discussion | <input type="checkbox"/> Music/Rhythm/Rhyme/Rap |
| <input type="checkbox"/> Drawing/Artwork | <input type="checkbox"/> Project/Problem-based Learning |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Reciprocal Teaching/Cooperative Learning |
| <input type="checkbox"/> Games | <input type="checkbox"/> Role Plays/Drama/Pantomimes/Charades |
| <input type="checkbox"/> Graphic Organizers/Semantic Maps | <input type="checkbox"/> Storytelling |
| <input type="checkbox"/> Humor | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Manipulatives/Experiments/Labs/Models | <input type="checkbox"/> Visualization/Guided Imagery |
| <input type="checkbox"/> Metaphors/Analogies/Similes | <input type="checkbox"/> Visuals |
| <input type="checkbox"/> Mnemonic Devices | <input type="checkbox"/> Work Study/Action Research |
| <input type="checkbox"/> Movement | <input type="checkbox"/> Writing/Journals |



STRATEGIES

that take advantage of how

the



learns best

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