

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

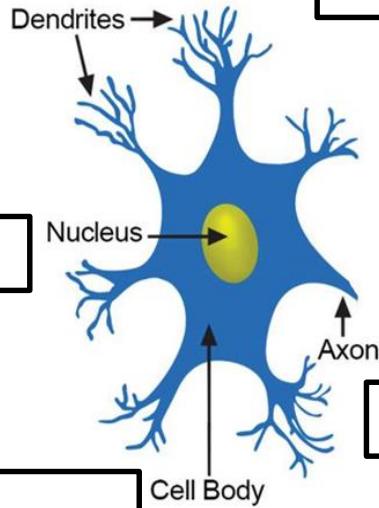
- 3 Brain Facts
- Lesson Planning
- Tips for Unforgettable Professional Learning
- Summary/Closure

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NEURON

The Memory Cell



10

CHARACTERISTICS OF QUALITY PROFESSIONAL LEARNING

1. _____

6. _____

2. _____

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INSTRUCTIONAL IMPLICATIONS OF RESEARCH



BRAIN FACTS



CONCEPTS TO REMEMBER

People tend to remember best that which comes first in a learning segment, and remember second best that which comes last (primacy - recency effect).

Need, novelty, meaning and emotion are four ways to gain the brain's attention.

The brain can hold seven isolated bits of information in short-term memory simultaneously.



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?

WAYS TO GAIN / MAINTAIN ATTENTION (PRIMACY): How will you gain and maintain participants' attention? Consider need, novelty, meaning, or emotion.

CONTENT CHUNKS: How will you structure the learning opportunities to engage adult brains?

Lesson Segment 1:

Activities:

Lesson Segment 2:

Activities:

Lesson Segment 3:

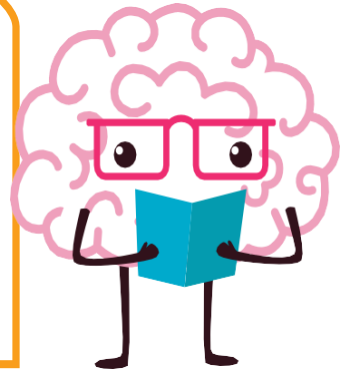
Activities:

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

- | | |
|---|---|
| <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"/> Roleplays / Drama / Pantomimes / Charades |
| <input type="checkbox"/> Graphic Organizers / Semantic Maps / Word Webs | <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/Apprenticeships |
| <input type="checkbox"/> Movement | <input type="checkbox"/> Writing/Journals |

STRATEGIES

THAT TAKE ADVANTAGE OF HOW
THE BRAIN LEARNS BEST



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