

Implementation Phase of the ADDIE Model

This is the most exciting and exhausting phase of the ADDIE model. Not all designers implement and teach what they develop.

Implementation includes the first and second levels of evaluation.

- **Level 1 Reaction:** Where one determines a learners response or reaction to the thematic unit. The best data for the reaction level comes directly following the training or lesson.
- **Level 2 Learning:** These evaluations are tied directly to the learning objectives.

Teach Like a Champion Strategies

Groups presented strategies from the text Teach Like a Champion Strategies. During these presentations I tried to think about how I could use these strategies with my learning audience, teachers. I listed all of the strategies presented but expanded on the strategies that I feel are applicable to my current teaching position.

High Expectations:

- No Opt Out-
- Stretch it- The learning doesn't end with a right answer. The correct answer is then followed up with questions that extend and require higher order thinking.
- Right is Right-

Planning for High Academic Achievement:

- Begin with the End- State a clear objective of what you desire the end result to be
- Post It- Post the objective in a visible location in your room. This would be a great thing to have the training objective posted and projected when teachers enter the room for trainings I will be completed.
- Draw the Map

Structuring and Delivering and Delivering Instruction:

- Circulate- Moving strategically around the room during all parts of the lesson. Breaking the imaginary line at the front of the room and move about the room. Engage with the students while circulating and move systematically.
- Board = Paper
- Exit Ticket

Engaging Students in Your Lessons:

- Cold Call
- Call and Response
- Vegas

Creating a Strong Classroom Culture:

- Entry Routine- What students do upon entry to the classroom or training every time. What is expected, what students are doing, what teacher is doing.
- Binder Control

- SLANT -
 - Sit up
 - Listen
 - Ask and answer questions
 - Nod your head
 - Track the speaker
- Tight Transitions

Setting and Maintaining High Behavioral Expectations:

- Threshold- Remind students of expectations the moment students cross the threshold of the classroom.
- What To Do- Giving specific, concrete, sequential, and observable expectations for what to do for behavior expectations.
- Strong Voice
- No Warnings

Building Character and Trust:

- Positive Framing- Make corrections constantly and positively.
 - Live in the now
 - Assume the best
 - Allow plausible anonymity
 - Build momentum, and narrate the positive
 - Challenge
 - Talk About Expectations and Aspirations
- Normalize Error
- Warm Strict

Improving Your Pacing:

- Changing the Pace
- Working the Clock
- Every Minute Matters

Challenging Students to Think Critically:

- One At a Time - Present one question at a time and not many in sequence.
- Hit Rate
- Verbatim (No Bait and Switch)- Being careful not to unintentionally pull a bait-and-switch on students by changing the questions after a student has begun to formulate a response.