SCL Sequence

A. **Introduction**

  1. **Why is there an SCL Sequence?**
     a) Teacher-centered classrooms are a product of outdated learning designs.
     b) Student-centered learning best supports college and career readiness.
     c) 1:1 classrooms require SCL approaches to achieve promised outcomes.

  2. **What is the SCL Sequence?**
     a) A path through five instructional strategies: open-ended questioning, student-centered discussion, think-pair-share, jigsaw and project-based-learning.
     b) A section of an online course that helps faculty teams adopt SCL and 1:1 models together, adding readings, discussions, and job-embedded tasks.
     c) A series of eLearning modules and associated resources to help teachers apply SCL strategies for the first time, first F2F and then 1:1 blended.

  3. **What are the Components? Talk while displaying [Chart Below.](#)**

B. **Goals and Learning Outcomes**

  1. **Course Cohort**
     a) Cohort can share values about of student-centered learning for motivation, personalization, social learning, constructivism, and differentiation.
     b) Cohort can share a vocabulary and references from readings.
     c) Cohort can identify local examples and leaders from discussions and blog posts.
     d) Cohort teachers can identify mentors for SCL lesson observation and feedback.

  2. **Modules and Associated Resource**
     a) Teachers can apply four basic SCL structures effectively in their lessons.
     b) Teachers can define behavioral expectations needed for SCL structures.
     c) Teachers can assess and support student self-regulation needed for SCL.
     d) Teachers can identify and support growth of related student competencies.

C. **Evidence of Outcomes**
  1. Teachers invite informed peers to observe and provide feedback on SCL lessons, that include formative assessment, setting expectations, and responsive management.
  2. Teachers document efforts and successes in ePortfolio blog posts, within the course context or independently as evidence of personal professional development.
  3. Teachers share lesson plans from successful SCL lessons in their ePortfolios, along with a reflection blog post.
  4. Successes shared are highlighted in bi-monthly course newsletter developed by Mentors and Site facilitator and informed by course facilitation needs.

Outline of the Sequence, showing course and module components.

Title	Content	Module	Course
Student Centered Learning Paradigm Shift	**6 Modules**: Assumptions, Behaviorism, Cognitivism, Constructivism, Interactive Scaffolded Quiz, Application to Practice.	✓	
Choosing SCL	**2 Hour Assignment**: Read summary reading. Discuss related to local context: challenges, tradeoffs, examples.		✓
SCL Sequence	Presentation, examples, strategies and supports for open-ended questioning, student-centered discussion, think-pair-share, jigsaw and project-based-learning	✓	
Applying SCL	**2 Hour Assignment**: Adapt SCL to an existing lesson, share versions in a blog post for comment. Then run the lesson, and create a new blog post, with materials.		✓
SCL Webquest	Presentation, examples, supports for Webquest (B. Dodge) projects built from a Google Site template.	✓	
SCL Wiki	**Ongoing:** Post local guidance, examples, and resources to shared doc, linked to the Community of Practice Site.		✓
PBL Design Studio	This is the second half of the Going121 Course, following ADDIE (Analyze, Design, Develop, Implement, Evaluate) and concluding with a local showcase of projects, student work for peer review and inspiration.		✓