Highly Effective Lesson Designing:

Highly Effective Lesson Designing provides solutions to challenges inherent in teaching and learning, creating greater relevancy, allowing more time for making meaning, fostering increased use of academic vocabulary and discourse, and developing students’ capacity to think critically.

Participants will:

- Develop a powerful lesson design model that promotes critical thinking, collaboration, creativity and communication.
- Learn to design meaningful, engaging, and challenging learning experiences that maximize comprehension, retention and application of standards-based curriculum.
- Equip teachers to design lessons that support state standards and that are engaging and that promote student participation.

Participants use Quantum Learning’s design frame to create the most effective lesson structure so that content becomes both relevant and meaningful to students. This course includes:

- The QL Design Frame and Teaching Cycle, the components and why they are critical in the development of comprehension and long-term memory
- Differentiation of instruction based on individual student learning modalities and thinking style preferences
- Methods to conduct discussions that develop analytical thinking
- Practices to support students in taking greater ownership for their learning
- Strategies that increase participation and risk taking

Quantum Learning provides educators with practical strategies that lead all learners to success. Our unique combination of concepts and skills equips teachers to design and implement the most effective lesson plans for student success.

This full-day professional development program can be held over one six-hour day, two half days or job-embedded during the school day with targeted groups of teachers.
**Design for Learning**

Participants: Teachers, Instructional Coaches  
Prerequisite: QL Fundamentals  
Preparation: Read *Quantum Teaching* (suggested)

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| What are the fundamentals? | Understand the fundamental requisites needed for students to succeed       | • Gain distinctions regarding instructional practices  
                                  |                                                                             | • Explore the characteristics of learning and thinking needed for more rigorous coursework  
                                  |                                                                             | • Rediscover the type of teaching you most likely desired |
| Success Model               | A strategy to increase student participation and appropriate risk taking    | • Increased student effort  
                                  |                                                                             | • A culture of high participation  
                                  |                                                                             | • Higher personal accountability for individual performance  
                                  |                                                                             | • Greater comprehension and retention |
| Design Frame and Teaching Cycle | A research-backed structure that taps students’ interest and prior schema | • Capture student interest  
                                  |                                                                             | • Build on prior schema  
                                  |                                                                             | • Develop the quantity and quality of neural pathways to maximize memory traces and promote long-term retention  
                                  |                                                                             | • Raise all students’ levels of thinking  
                                  |                                                                             | • Increase the impact of learning through reflection, acknowledgment and celebration |
| Questioning Strategies      | Essential methods that develop competence in asking questions and fostering the quality of answers | • Increase individual accountability to learning while maintaining respect, trust and safety  
                                  |                                                                             | • Enhance the quality of students’ answers |

Materials include a handout packet.

For additional information, Carol Fetzer would be happy to contact you at your convenience. Her number is (800) 285-3276 ext 106 or e-mail Carol at cfetzer@qln.com