



Instructional Modules Overview

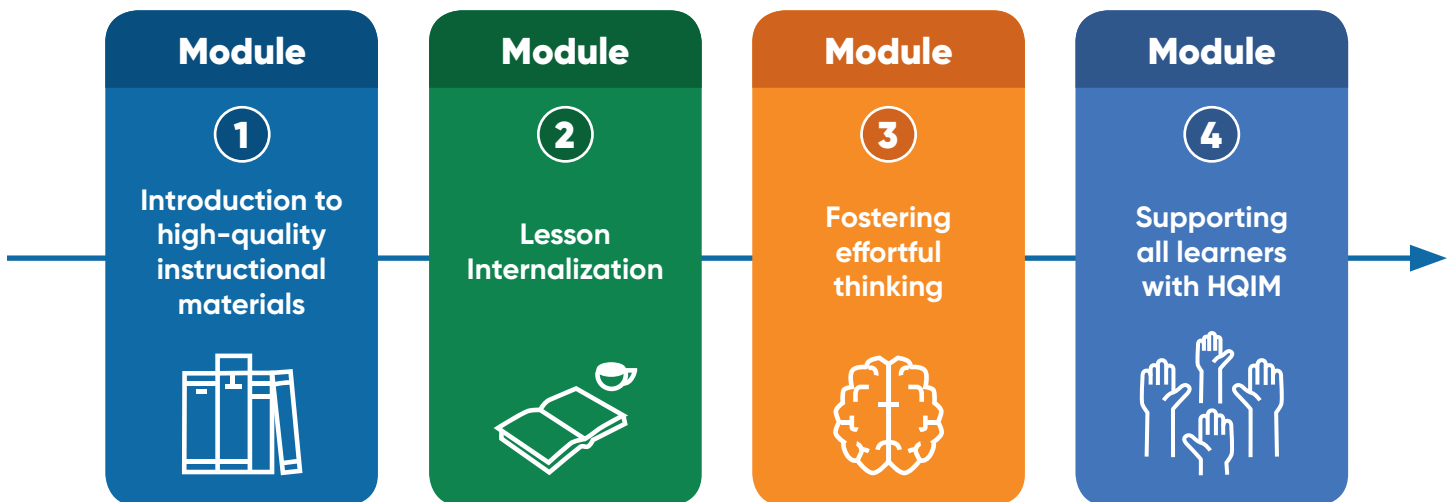


Deans for Impact offers a series of four, asynchronous training modules to prepare aspiring and novice teachers to identify, use, and analyze high-quality instructional materials (HQIM). Each of the modules follows a research-based sequence that allows aspiring and novice teachers to **understand**, **analyze**, and **apply** the concepts covered in the materials. Specifically, aspiring and novice teachers will:

- build background knowledge by exploring a key concept or practice at work.
- explore strategies related to the practice, grounded in real instructional artifacts, and complete a culminating activity where they 'put it all together' in response to a real-world example.

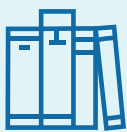
The four modules represent approximately 24 hours of content that can support the ongoing training and development of future teachers. Modules are intended to be completed in sequence and in full. A brief description of each module is included below.

HQIM Modules



Module 1

Introduction to high-quality instructional materials



This module gives aspiring and novice teachers a foundational understanding of what high-quality instructional materials are and how HQIM can support equitable learning for PK-12 students. It also supports aspiring and novice teachers in determining the cognitive demands of standards, determining whether instructional materials are aligned to them, and determining whether particular instructional decisions are aligned to the design principles of HQIM.

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Module 2

Lesson Internalization



This module introduces the process of internalization, or, the preparation a teacher engages in to make sense of a unit and prepare to teach a particular lesson. Aspiring and novice teachers learn how curricula are structured, how to navigate curricular resources, and how HQIM can support the development of content knowledge and pedagogical content knowledge of teachers. It introduces strategies for doing so including lesson annotation and doing the “work” required of students.

Module 3

Fostering effortful thinking



This module supports aspiring and novice teachers in developing skills to ensure that students will be thinking deeply and effortfully as demanded by rigorous standards and HQIM. Aspiring and novice teachers will understand the importance of effortful thinking for building enduring knowledge, be able to evaluate questions and tasks for the cognitive demand required of students, and plan for anticipated student thinking and possible misconceptions, including how to provide clear, specific feedback to students to refine their understanding.

Module 4

Supporting all learners with HQIM



This module supports aspiring and novice teachers to understand the basics of cognitive load theory and how the design of instructional materials can either reduce or exacerbate the likelihood of cognitive overload. Aspiring and novice teachers will understand how to attend to the needs of all learners, including students with disabilities and emergent multilingual learners, by planning appropriate instructional scaffolds to ensure that every learner in the classroom can achieve the ambitious goals outlined in college- and career-ready standards.

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Interested in accessing these modules and additional instructional resources? Contact us at info@deansforimpact.org.