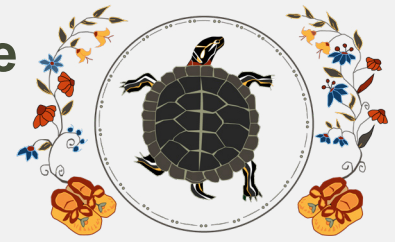




## Basket 3: Honing Our Practice Getting Started: Instructor Guide



This third basket introduces participants to the Intentional Teaching Framework (ITF). This conceptual framework uses the authentic practice of working directly with children to enhance educator knowledge and dispositions while honing effective teaching skills.

This basket also includes Courage to Learn activities #9-14 focused on planning and implementing strategies to support participants' own learning.

### Basket 3 Handouts:

- [Intentional Teaching Framework Handout for Learners and Educators](#)

## Purpose

Our objective for using the ITF in this basket is for participants to structure their own learning:

- To identify the knowledge they need to *know* what to do in the moment,
- To accurately *see* effective teaching in themselves and others,
- To *do* these practices in the classroom,
- To productively *reflect* on what works and what does not,
- and to *improve* with thoughtful practice.

## Scope and Sequence

### • Introduce the ITF

The introduction to the ITF describes the separate components and how they work together in the model. It offers an opportunity to brainstorm around each component before learners use it with peers and independently. Once learners are familiar with the model, you may choose to skip the formal introduction and begin using the ITF right away. You can decide the best method based on the participants in your class. This also includes a short knowledge check for learners to review and use for their work in small groups and on their own.

### • Using the ITF to Craft Learning Together

As a class, participants brainstorm a list of things they want to improve as educators or as learners (*improve*). Then have each group choose one item from the list to use as a focus for improvement, and work through each component of the ITF with the handout provided.

### • Owning the ITF for Self-Improvement

Participants identify something they want to improve as educators or as learners (*improve*). They may refer to the collective list generated during group practice for ideas. Then they go through each component of the ITF, identifying what they need to know, see, and do to reach their goal. In addition, they will identify ways they will *reflect* to determine how it's going, whether they have accomplished what they set out to *do*, and what may come next. For practicing educators, these plans can be enacted in their classrooms and used by instructors to structure application of what educators are learning in class.

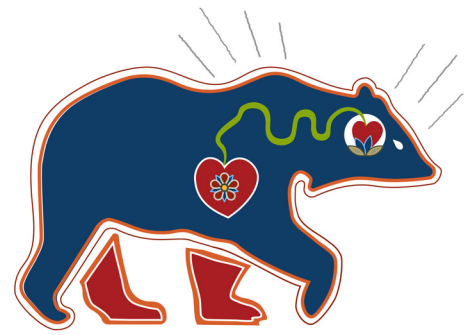


## Courage to Learn

**Reflection activities include:**

### Part One: Becoming a Courageous Learner

1. Enhancing Your Motivation to Learn
2. Getting Ready to Start Making Progress on Your Goal
3. Adjusting Your Environment
4. Creating a Sense of Belonging
5. Enhancing Your Persistence to Learn
6. Making Meaning and Improving



## Delivery

We recommend that these activities are used as in-class or online discussion activities. The knowledge checks, intro to the ITF slide deck, and handout can become reference points for learners. Learners can find them online and come back to on their own. The small group work is best done synchronously (online or in-person) so learners can actively build on each other's' ideas in real time. The individual practice can be submitted as an assignment or done in class.

## Modifications to consider

- Adjust for participant experience. You can spend more time brainstorming together the elements related to identified teaching practices for newer educators and pre-service educators. For more experienced educators, you can help them “own the ITF” by using it to structure practicum, student teaching, or ongoing coaching. Applying it to their ongoing practice is a powerful way to enrich their professionalism and practice.
- Decide whether the activities will be graded or ungraded. If you grade these activities, give credit based on students' participation and the quality of the reflections and suggestions offered, not necessarily the quality of the practices enacted.
- Decide on the best format for your class. You can use these activities as a whole group, in small groups, or even one-on-one.

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