

# ***Station Directions for Facilitators***

## **Module 6**

**SREB** | Southern Regional  
Education Board





**West Virginia Board of Education  
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# Station Directions

## For this activity you will need:

- chart paper
- 4 iPad or laptops for videos
- different colors of small tipped markers (one color for each group)
- chart marker for you
- folders for participants
- sticky notes
- 8 packs of crayons (small packets containing 8 crayons) – See station 2 to determine need for these crayons
- Highlighters
- Participation Relationship Habits Notes and Reflection sheet

## You may modify the following directions to make them fit your needs.

1. Hang 12 posters around the room which identify the stations.
2. Use the table below to set up each station and post directions for participants at that station.
3. Print one Participation Relationship Habits Notes and Reflection sheet per participant.
4. You may provide a file folder for each participant to collect the articles.
5. Set the timer and move whenever the timer rings.

Relationship Habit	Effect Size	Directions
<b>Belief</b>	1.62	<p>Write Belief 1.62 on the chart paper.</p> <p>Instructions:</p> <ul style="list-style-type: none"><li>» Read the article “Developing Grit in our Students.”</li><li>» Discuss how one can help students believe in themselves.</li><li>» Write discussion main points on the chart paper.</li></ul> <p>For this station, print the Belief station article, one copy per participant.</p>
<b>Trust</b>	0.90	<p>Write Trust 0.90 on the chart paper. Then either create a poster like the Trust station picture or print and hang the Trust station picture.</p> <p>Instructions:</p> <ul style="list-style-type: none"><li>» Look at the poster.</li><li>» Write what you notice on a sticky note and add it to the poster.</li><li>» Discuss why Notice/Wonder is a strategy that builds trust.</li><li>» Chart other strategies that build trust with students.</li></ul> <p>For this station, if you choose to create the poster you will need to purchase 8 packs of 8-pack crayons. Place sticky notes at the station.</p>
<b>Clarity</b>	0.75	<p>Write Clarity 0.75 on the chart paper. Set up iPad or laptop with the Clarity video loaded.</p> <p>Instructions:</p> <ul style="list-style-type: none"><li>» Watch the video.</li><li>» Discuss what this video adds to your ideas of setting learning intentions.</li><li>» Record your discussion points on the chart paper.</li></ul>

Relationship Habit	Effect Size	Directions
<b>Motivating</b>	0.69	<p>Write Motivating 0.69 on the chart paper. Set up iPad or laptop with the Motivating video loaded.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Watch the video.</li> <li>» Discuss ways to motivate students to try their best.</li> <li>» Chart these methods on the chart paper.</li> </ul>
<b>Creative</b>	0.62	<p>Write Creative 0.62 on the chart paper. Post Page 3 of the Creative station activity on wall beside the chart paper. Place a folder containing copies of the Creative station activity at the station.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Do not look in the folder.</li> <li>» Explore the Hailstone sequence as posted on the wall.</li> <li>» Make conjectures.</li> <li>» Discuss strategies that encourage student creativity.</li> <li>» Add these strategies to the chart paper.</li> <li>» Take a copy of the Creative station activity from the folder.</li> </ul> <p>For this station, print the Creative station article, one copy per participant.</p>
<b>Don't Label</b>	0.61	<p>Write Don't Label 0.61 on the chart paper.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Read the article.</li> <li>» Discuss the take-aways from this article.</li> <li>» Chart a few ideas on the chart paper detailing how teachers can avoid labeling students.</li> </ul> <p>For this station, print the Don't Label station article, one copy per participant.</p>
<b>Goal</b>	0.59	<p>Write Goal 0.59 on the chart paper. Set up iPad or laptop with the Goal video loaded.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Watch the Goal video.</li> <li>» Discuss how learning intentions and success criteria work together to support student learning.</li> <li>» Record discussion main points on the chart paper.</li> </ul>
<b>Strategies</b>	0.57	<p>Write Strategies 0.57 on the chart paper.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Look at the station handout.</li> <li>» This list is from Hattie's research. All the items on the list are in the Strategies category.</li> <li>» Select and highlight 3 or 4 strategies from the list.</li> <li>» Brainstorm and discuss how those strategies can be used in a math classroom.</li> <li>» Record discussion main points on the chart paper.</li> </ul> <p>For this station, print the Strategies station handout, one copy per participant. You will also need a few highlighters.</p>

Relationship Habit	Effect Size	Directions
<b>Innovative</b>	0.55	<p>Write Innovative 0.55 on the chart paper. On the chart paper write 15 x 6.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Develop 2 different strategies for finding the product.</li> <li>» Write each on a sticky note.</li> <li>» Use the Number Talk - Math Talks protocol to discuss the strategies.</li> <li>» Discuss the question “How do Number Talks allow students to be innovative?”</li> <li>» Record discussion main points on the chart paper.</li> </ul> <p>For this station you will need to print Innovative station protocol, 1 per participant. You will also need sticky notes.</p>
<b>Relationship</b>	0.52	<p>Write Relationship 0.52 on the chart paper. Set up iPad or laptop with the Relationship video loaded.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Watch the video.</li> <li>» Brainstorm additional ways to form positive relationships with students.</li> <li>» List ideas on the chart paper.</li> </ul>
<b>Perception of Teacher</b>	0.50	<p>Write Student Perception of Teacher 0.50 on the chart paper. Print two copies of each of the three Perception of Teacher pictures. Post one set of the pictures on one side of the chart. Post the other set oriented upside down on the other side of the chart.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Look at the pictures on one side of the chart.</li> <li>» Think about what you see.</li> <li>» Look at the pictures on the other side of the chart.</li> <li>» Do you see something different?</li> <li>» Does perception change with perspective?</li> <li>» Discuss what can be done to ensure students have a positive perception of teachers.</li> <li>» Record discussion main points on the chart paper.</li> </ul>
<b>High Expectations</b>	0.43	<p>Write High Expectations 0.43 on the chart paper.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>» Read the article.</li> <li>» Write your name on a sticky note.</li> <li>» Select one of the strategies that is a strength for you.</li> <li>» Add that strategy to the sticky note and post on the chart.</li> <li>» Select one of the strategies you identify as a potential professional area of growth.</li> <li>» Reflect on your potential growth strategy.</li> <li>» Discuss your strategies with teammates.</li> </ul> <p>For this station, print the High Expectations station file, 1 per participant.</p>

# ***Station on “Belief”***

## **Directions**

- » Read the article “Developing Grit in our Students.”
- » Discuss how one can help students believe in themselves.
- » Write discussion main points on the chart paper.

# ***Station on “Trust”***

## **Directions**

- » Look at the poster.
- » Write what you notice on a sticky note and add it to the poster.
- » Discuss why Notice/Wonder is a strategy that builds trust.
- » Chart other strategies that build trust with students.

# ***Station on “Clarity”***

## **Directions**

- » Watch the video.
- » Discuss what this video adds to your ideas of setting learning intentions.
- » Record your discussion points on the chart paper.



# ***Station on “Motivating”***

## **Directions**

- » Watch the video.
- » Discuss ways to motivate students to try their best.
- » Chart these methods on the chart paper.

# ***Station on “Creative”***

## **Directions**

- » Do not look in the folder.
- » Explore the Hailstone sequence as posted on the wall.
- » Make conjectures.
- » Discuss strategies that encourage student creativity.
- » Add these strategies to the chart paper.
- » Take a copy of the Creative station activity from the folder.

# ***Station on “Don’t Label”***

## **Directions**

- » Read the article.
- » Discuss the take-aways from this article.
- » Chart a few ideas on the chart paper detailing how teachers can avoid labeling students.

# ***Station on “Goal”***

## ***Directions***

- » Watch the video on Goals.
- » Discuss how learning intentions and success criteria work together to support student learning.
- » Record discussion main points on the chart paper.

# ***Station on “Strategies”***

## **Directions**

- » Look at the station handout.
- » This list is from Hattie’s research. All the items on the list are in the Strategies category.
- » Select and highlight 3 or 4 strategies from the list.
- » Brainstorm and discuss how those strategies can be used in a math classroom.
- » Record discussion main points on the chart paper.

# **Station on “Innovative”**

## **Directions**

- » Develop 2 different strategies for finding the product.
- » Write each on a sticky note.
- » Use the Number Talk - Math Talks protocol to discuss the strategies.
- » Discuss the question “How do Number Talks allow students to be innovative?”
- » Record discussion main points on the chart paper.

# ***Station on “Relationships”***

## **Directions**

- » Watch the video.
- » Brainstorm additional ways to form positive relationships with students.
- » List ideas on the chart paper.

# ***Station on “Perception of Teacher”***

## **Directions**

- » Look at the pictures on one side of the chart.
- » Think about what you see.
- » Look at the pictures on the other side of the chart.
- » Do you see something different?
- » Does perception change with perspective?
- » Discuss what can be done to ensure students have a positive perception of teachers.
- » Record discussion main points on the chart paper.



# ***Station on “High Expectations”***

## **Directions**

- » Read the article.
- » Write your name on a sticky note.
- » Select one of the strategies that is a strength for you.
- » Add that strategy to the sticky note and post on the chart.
- » Select one of the strategies you identify as a potential professional area of growth.
- » Reflect on your potential growth strategy.
- » Discuss your strategies with teammates.



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