

Basic Components of *Activated Learning*

These practices activate students' self-awareness, metacognition, and strategic learning skills. Activated learning training prepares teachers to choose the best path forward based on their unique context, background, teaching style, and level of readiness.

START: Classroom Context

EFs with **definitions** are posted in room, discussed.

Teacher refers to EF challenges as "**normal**" and "**natural**" and sets an example of self-understanding and acceptance.



Quick Option: Feedback

Notice and name.
Teacher focuses ongoing classroom feedback on students' use of strategy.

Sounds like: "I see/saw so many effective learning strategies, such as..."

Powerful Option: Assessment

Teacher observes and **gathers information** about student use of strategy.

Sounds like: "I'm writing down the strategies I see you using because they are so important and interesting..."

Inquiry-Based Option: Instruction

For any project, assignment, or expectation, **SMART* goals** agreed upon and posted.

Class **brainstorms EF obstacles and corresponding strategies** to be successful. Ideas posted.

Sounds like: "You know exactly what you're responsible for. What EF will stand in your way? How will you succeed?"

*SMART goals are specific, measurable, agreed upon, realistic, and time-based. They can be differentiated with accommodations or modifications.