

teacher make and take activities for inservice

teacher make and take activities for inservice provide an effective and engaging approach to professional development in educational settings. These activities allow educators to create practical teaching materials during inservice training sessions, which they can immediately implement in their classrooms. This hands-on method fosters collaboration, creativity, and the direct application of new strategies, enhancing teacher preparedness and confidence. The concept of make and take activities aligns with adult learning principles, emphasizing active participation and relevance to daily teaching challenges. This article explores the benefits, planning strategies, and examples of teacher make and take activities for inservice, offering valuable insights for education coordinators and instructors. Understanding how to design and facilitate these activities can significantly improve the impact of professional development programs. The following sections will provide a comprehensive overview and practical guidelines for successful implementation.

- Benefits of Teacher Make and Take Activities for Inservice
- Planning Effective Make and Take Sessions
- Examples of Teacher Make and Take Activities
- Facilitating Collaboration and Engagement
- Integrating Technology in Make and Take Activities

Benefits of Teacher Make and Take Activities for Inservice

Teacher make and take activities for inservice offer numerous advantages that enhance professional development outcomes. These activities encourage active involvement, enabling educators to engage deeply with instructional content and materials. By creating tangible resources during the training, teachers leave with ready-to-use tools tailored to their students' needs. This approach promotes immediate application, which helps to reinforce new concepts and teaching techniques. Furthermore, make and take sessions foster a sense of accomplishment and motivation among participants, as they see direct results from their efforts. The collaborative nature of these activities also strengthens professional relationships and encourages the sharing of best practices. Overall, make and take activities contribute to more effective and meaningful inservice experiences.

Planning Effective Make and Take Sessions

Proper planning is essential to maximize the effectiveness of teacher make and take activities for inservice training. Organizers should begin by identifying clear objectives aligned with the professional development goals. Selecting relevant topics that address current challenges or curriculum standards ensures the activities resonate with participants. It is important to prepare all necessary materials and resources in advance to facilitate smooth execution. Time management should be considered, allowing sufficient periods for creation, discussion, and reflection. Additionally, incorporating differentiated options can accommodate various teaching levels and subject areas. Establishing a structured agenda helps maintain focus and productivity throughout the session.

Setting Objectives and Goals

Defining specific objectives for make and take activities guides the entire planning process. Goals should be measurable and centered around enhancing instructional skills or classroom resources. Clear objectives enable facilitators to design relevant tasks that directly support teacher development priorities. Moreover, communicating these goals to participants helps to align expectations and encourage purposeful engagement during the session.

Preparing Materials and Resources

Gathering and organizing materials ahead of time is crucial for a seamless make and take experience. This preparation includes providing templates, craft supplies, digital tools, or instructional guides needed for creating the targeted resources. Ensuring accessibility and variety in materials supports diverse learning styles and project types. Facilitators should also consider any logistical requirements, such as workspace and equipment, to maximize efficiency.

Examples of Teacher Make and Take Activities

There is a wide range of make and take activities suitable for inservice training, designed to meet various instructional needs. These projects often focus on creating classroom aids, lesson plans, or interactive tools that can be customized by educators. Examples include designing student behavior charts, assembling literacy centers, or developing formative assessment resources. Such activities not only provide practical materials but also inspire innovative teaching approaches. Below is a list of popular make and take ideas frequently used in professional development sessions.

- Creating thematic bulletin boards for classroom engagement
- Designing graphic organizers tailored to content areas
- Developing manipulatives for math or science instruction

- Assembling vocabulary word walls or flashcard sets
- Constructing interactive notebooks for student use
- Preparing differentiated lesson plan templates
- Making behavior management tools and reward systems

Facilitating Collaboration and Engagement

Effective facilitation plays a vital role in maximizing the impact of teacher make and take activities for inservice. Encouraging collaboration among participants enhances the exchange of ideas and fosters a supportive learning environment. Group work and peer feedback sessions can stimulate creativity and problem-solving. Facilitators should promote open communication and provide guidance without dominating, allowing teachers to take ownership of their learning. Additionally, incorporating reflection periods helps educators evaluate their creations and consider implementation strategies. Using icebreakers and energizers can maintain high energy levels and engagement throughout the session.

Encouraging Group Work

Organizing teachers into small groups or pairs during make and take activities encourages cooperation and diverse perspectives. Collaborative efforts can lead to more innovative and practical resources, as participants share expertise and experiences. Group work also builds community and reduces isolation, which is beneficial for ongoing professional growth.

Providing Constructive Feedback

Facilitators should create opportunities for participants to give and receive constructive feedback on their materials. This process helps refine ideas and ensures that the created resources meet instructional goals. Feedback sessions can be structured through peer reviews, group discussions, or facilitator-led critiques, all aimed at enhancing the quality and usability of the projects.

Integrating Technology in Make and Take Activities

The integration of technology into teacher make and take activities for inservice can significantly expand the possibilities for resource creation and engagement. Digital tools enable educators to design interactive materials, access vast content libraries, and collaborate remotely. Utilizing software for graphic design, video production, or lesson

planning can lead to more dynamic and customizable products. Additionally, technology supports differentiated instruction by allowing teachers to tailor resources to diverse learning needs. Incorporating technology also prepares educators to implement digital strategies in their classrooms, aligning with contemporary educational trends.

Using Digital Design Tools

Digital platforms such as Canva, Google Slides, or specialized education software empower teachers to create visually appealing and interactive teaching materials during make and take sessions. These tools often include templates and drag-and-drop features, reducing the time needed for production while enhancing creativity.

Collaborative Online Platforms

Online collaboration tools facilitate group projects and resource sharing beyond the inservice session. Platforms like Google Workspace or Microsoft Teams allow educators to co-create, edit, and store materials efficiently. This connectivity supports continuous professional development and resource improvement over time.

Frequently Asked Questions

What are 'make and take' activities for teacher inservice days?

Make and take activities are hands-on sessions during teacher inservice days where educators create teaching materials or resources that they can immediately use in their classrooms.

Why are make and take activities beneficial during inservice training?

They provide practical, ready-to-use resources, engage teachers actively, foster collaboration, and enhance the application of new strategies in the classroom.

Can you give examples of popular make and take activities for teachers?

Examples include creating literacy centers, math manipulatives, bulletin board materials, interactive notebooks, and themed lesson kits.

How can make and take activities be tailored for

different grade levels?

By selecting age-appropriate materials and activities that align with the curriculum and developmental needs of the specific grade levels teachers instruct.

What materials are commonly used in make and take activities?

Common materials include cardstock, laminating sheets, scissors, glue, markers, stickers, and pre-printed templates.

How much time is recommended for a make and take session during inservice?

Typically, 45 minutes to an hour is ideal to allow teachers to complete meaningful resources without feeling rushed.

How do make and take activities support professional development goals?

They promote active learning, allow immediate application of new strategies, and help teachers build a toolkit of instructional resources.

Are make and take activities suitable for virtual or hybrid inservice training?

Yes, with proper planning, teachers can receive materials in advance or use digital tools to create resources during virtual sessions.

What role do collaboration and sharing play in make and take sessions?

Collaboration encourages idea exchange, peer support, and often results in a richer variety of resources for all participants.

How can school administrators effectively organize make and take activities?

By planning clear objectives, providing all necessary materials, managing time efficiently, and facilitating a supportive environment for creativity and sharing.

Additional Resources

1. Make & Take Lessons for the Busy Teacher

This book offers a collection of ready-to-use lessons and activities that teachers can

quickly prepare and implement during inservice training or in the classroom. It emphasizes practical strategies to engage students while saving teachers valuable planning time. The activities are designed to be adaptable across various grade levels and subjects.

2. Teacher Take-Home Activities for Professional Development

Focused on enhancing teacher skills through hands-on learning, this book provides a variety of make-and-take projects that educators can complete during inservice sessions. Each activity promotes reflection and application of new teaching methods, making professional development more interactive and effective. It also includes tips for integrating these strategies into daily instruction.

3. Inservice Make & Take: Creative Classroom Resources

This resource is packed with creative and easy-to-make classroom tools that teachers can assemble during inservice days. From manipulatives to organizational aids, the book encourages educators to personalize their teaching materials. It supports collaborative learning among staff and fosters a culture of sharing innovative ideas.

4. Hands-On Teacher Activities for Inservice Training

Designed to energize professional development, this book provides a series of hands-on activities that teachers can create and immediately use in their classrooms. The projects focus on building instructional skills, classroom management techniques, and student engagement strategies. Detailed instructions and materials lists make preparation straightforward.

5. Make and Take: Effective Tools for Teacher Workshops

This guide offers a variety of practical tools that teachers can assemble during workshops and take back to their classrooms. Each activity is aligned with proven educational practices and encourages collaboration among participants. The book also addresses common challenges teachers face and presents solutions through interactive projects.

6. Interactive Make & Take Projects for Educators

Filled with interactive projects, this book aims to make inservice training more dynamic and productive. Teachers engage in creating instructional aids, assessment tools, and motivational materials that enhance learning experiences. The step-by-step guides ensure that educators of all skill levels can participate confidently.

7. Quick & Easy Make and Take Activities for Teacher Development

This book focuses on quick, simple activities that teachers can complete during short professional development sessions. The projects are designed to improve lesson planning, classroom organization, and student engagement without requiring extensive preparation. It's ideal for busy educators seeking efficient ways to enhance their teaching toolkit.

8. Creative Make & Take Ideas for Inservice Workshops

Offering a variety of creative ideas, this book encourages teachers to think outside the box during inservice workshops. The activities range from visual aids to interactive games that support curriculum goals. It also includes suggestions for adapting projects to different grade levels and subject areas.

9. Teacher Toolbox: Make and Take Activities for Professional Growth

This comprehensive resource provides a "toolbox" of activities that promote ongoing

professional growth through hands-on learning. Teachers create practical materials that support instructional strategies, assessment, and classroom management. The book emphasizes reflection and collaboration to maximize the impact of inservice training.

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teacher make and take activities for inservice: Mathematics Teacher Education A.J. Dawson, Barbara Jaworski, Terry Wood, 2003-09-02 Currently there is substantial exchange and communication between academic communities around the world as researchers endeavour to discover why so many children 'fail' at a subject that society deems crucial for future economic survival. This book charts current thinking and trends in teacher education around the world, and looks critically at the inservice education of maths teachers. The contributors explore the processes, practices and issues in teacher education projects in ten countries and these are then discussed and related to current philosophies of teacher education. The book provides an insight into the successes and shortcomings of many different approaches to maths education.

teacher make and take activities for inservice: Professional Development for In-Service Teachers Chrystalla Mouza, Anne Ottenbreit-Leftwich, Aman Yadav, 2022-07-01 Computer science is increasingly becoming an essential 21st century skill. As school systems around the world recognize the importance of computer science, demand for teachers who have the knowledge and skills to deliver computer science instruction is rapidly growing. Yet a number of recent studies indicate that teachers report low confidence and limited understanding of computer science, frequently confusing basic computer literacy skills with computer science. This is true for both teachers at the K-8 level as well as secondary education teachers who frequently transition to computer science from other content areas, such as mathematics. As computer science is not yet included in most teacher preparation programs, professional development is a critical step in efforts to prepare in-service teachers to deliver high-quality computer science instruction. To date, however, research on best practices in computer science professional development has been severely lacking in the literature, making it difficult for researchers and practitioners alike to examine effective in-service preparation models. This book provides examples of professional development approaches that help teachers integrate aspects of computing in existing curricula at the K-8 level or deliver stand-alone computer science courses at the secondary school level. Further, this book identifies computational competencies for teachers, promising pedagogical strategies that advance teacher learning, as well as alternative pathways for ongoing learning including microcredentials. The primary audience of the book is graduate students and faculty in educational technology, educational or cognitive psychology, learning theory, curriculum and instruction, computer science, instructional systems and learning sciences. Additionally, the book will serve as a valuable addition to education practitioners and curriculum developers as well as policy makers looking to increase the number of teachers who are prepared to deliver computing education.

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requirements and alter their teaching style to best fit the needs of their classroom. Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods. Highlighting a range of topics such as teacher preparation programs, teaching standards, and fieldwork and practicum experiences, this multi-volume book is designed for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field.

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teacher make and take activities for inservice: *Program Evaluation* Robert O. Brinkerhoff, D.M. Brethower, Jeri Nowakowski, T. Hluchyj, 2012-12-06 Please glance over the questions that follow and read the answers to those that are of interest. Q: What does this manual do? A: This manual guides the user through designing an evaluation. A: Who can use it? A: Anyone interested or involved in evaluating professional training or inservice education programs. The primary users will be staff members who are doing their own program evaluation-maybe for the first time. (Experienced evaluators or other professional educators can find useful guides and worksheets in it.) Q: If I work through this manual, what will I accomplish? A: You will develop one or more evaluation designs, and perhaps you'll also use the designs to evaluate something to make it better or to document its current value. Q: What is an evaluation design? A: An evaluation design is a conceptual and procedural map for getting important information about training efforts to people who can use it, as shown in the graphic below.

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Congress on Mathematical Education M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06
 Henry O. Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill, New Jersey, USA The Fourth International Congress on Mathematics Education was held in Berkeley, California, USA, August 10-16, 1980. Previous Congresses were held in Lyons in 1969, Exeter in 1972, and Karlsruhe in 1976. Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries; at least half of these come from outside of North America. About 450 persons participated in the program either as speakers or as presiders; approximately 40 percent of these came from the U.S. or Canada. There were four plenary addresses; they were delivered by Hans Freudenthal on major problems of mathematics education, Hermina Sinclair on the relationship between the learning of language and of mathematics, Seymour Papert on the computer as carrier of mathematical culture, and Hua Loo-Keng on popularising and applying mathematical methods. George Polya was the honorary president of the Congress; illness prevented his planned attendance but he sent a brief presentation entitled, Mathematics Improves the Mind. There was a full program of speakers, panelists, debates, miniconferences, and meetings of working and study groups. In addition, 18 major projects from around the world were invited to make presentations, and various groups representing special areas of concern had the opportunity to meet and to plan their future activities.

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