Module 1: Workshop 3

Effective approaches to professional development and training that incorporate model lesson plans/activities, textbooks/instructional materials, and embedded assessments – as well as strategies/ emphases for turnkey trainings and coaching & demonstration.
The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.
Instructional Objectives/Goals

Workshop 3

At the conclusion of this Workshop, you will be able to:

• Part 1: Understand the characteristics of effective professional development.
• Part 2
  – Describe effective PD in TASC/CSS curriculum implementation.
  – Understand adult learning styles.
• Part 3
  – Understand the techniques for active engagement and structures for participation.
  – Understand the techniques for embedding assessment.
• Part 4: Determine ways to integrate technology into professional development.
• Part 5: Tailor the delivery of TASC curriculum implementation.
Warm-Up

Describe a time you made an instructional change and the change you made.

Explain why you made the change. Include what you hoped to achieve by making the change.

Did you continue or return to your previous methods? Why or why not?

Why do some changes to instructional strategies last and others do not?
Effective teaching leads to positive student performance, and effective professional development is the key to improving both.

- Zaslow & Martinez-Beck, 2005
Lesson Topic 1

Understand the characteristics of effective professional development
Activity 1: Adult Learners

• On three sticky notes write down three characteristics of adult learners.

• For example, *They are busy with their lives.* Or *They have varied experiences.*

• Then, pair and share examples with another participant at your table. Discard duplicates and condense list.

• Combine sticky notes with the whole group to create a master list of the characteristics of adult learners.
Adult Learners

- Learn through experiences.
- Are not empty vessels.
- Need to relate new ideas and experiences to what they already know and have experienced.
- Are self-directed in their learning.
Think-Pair-Share

What are the implications for professional development of adult educators?

- Think about the components of an effective professional development session.

- Write down at least three items.

- Share your thinking with a partner.
Effective Professional Development

– Ongoing
– Supportive
– Provides Active Participation
– Provides Modeling
– Job embedded: Focused on instruction specific to discipline

– Center for Public Education
Questions to Answer

Ensure your PD is effective:

– Is enough time provided?
– Is support ongoing? (PLCs, coaching)
– Is there support once teachers are in the classroom?
– Do you model strategies and practices?
– Are teachers engaged and active?
– Are examples specific to the audience?
Effective Trainers

• Present clear goals and objectives
• Articulate and clear in describing concepts
• Well organized, keep to a schedule
• Flexible and sensitive to “the teaching moment”
• Make sure that new content is understood
• Have current knowledge
## Changes: Stages of Concern

<table>
<thead>
<tr>
<th>Stage</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Awareness</td>
<td>What is this change I’ve been hearing about?</td>
</tr>
<tr>
<td>2. Information</td>
<td>Tell me everything I need to know.</td>
</tr>
<tr>
<td>3. Personal</td>
<td>What does this mean for me?</td>
</tr>
<tr>
<td>4. Management</td>
<td>How will I manage all of this?</td>
</tr>
<tr>
<td>5. Consequence</td>
<td>What will happen if I do implement the change? What will happen if I don’t?</td>
</tr>
<tr>
<td>6. Collaboration</td>
<td>How can we help each other through the change?</td>
</tr>
<tr>
<td>7. Refocusing</td>
<td>How can I make it even better?</td>
</tr>
</tbody>
</table>
Discussion: Stages of Concern

• What are some ways to help educators in each of the phases of change?

• What actions should you take? What should you avoid?
Research on Changing Instructional Practice

- The effectiveness of PD depends upon how well teachers can tie what they learned in professional development back to their own work situation (Fingeret & Cockley, 1992).
- PD should include a strong emphasis on analysis and reflection rather than just demonstration of techniques make sure that new content is understood (Guskey, 1997, 1999; Sparks, 1994, 1995).
- PD should include a variety of activities, such as discussion of theory and research, demonstration, practice, feedback, and classroom application (Joyce & Showers, 1995; Joyce, Wolf, & Calhoun, 1995).
- Teachers are more likely to learn by observing practice and through trial and error in their own classes than from decontextualized examples. (Elmore, 1996).
Questions to Answer

• What barriers have you experienced to presenting effective professional development?
• How might you address those barriers?
Remember our Goal

Effective teaching leads to positive student performance, and effective professional development is the key to improving both.

- Zaslow & Martinez-Beck, 2005
Lesson Topic 2

Describe effective PD in TASC/CCSS curriculum implementation
Activity 3: New Standards: KWL Chart

Think about and write the following:

- What do you **know** about the CCSS, NGSS and other standards?
- What instructional shifts need to happen?
- What do you **want to know** about the new standards?

<table>
<thead>
<tr>
<th>I Know</th>
<th>I Want to Know</th>
<th>I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Comparison of ELA

### From *The Adventures of Tom Sawyer*

<table>
<thead>
<tr>
<th>Pre CCSS</th>
<th>Post CCSS</th>
</tr>
</thead>
</table>
| Identify the different methods of removing warts that Tom and Huckleberry talk about. Devise your own charm to remove warts. Are there cultural ideas or artifacts from the current time that could be used in the charm? | Why does Tom hesitate to allow Ben to paint the fence?  
How does Twain construct his sentences to reflect that hesitation? |

Achieve the Core [http://www.achievethecore.org](http://www.achievethecore.org)
# Comparison of Math Questions

<table>
<thead>
<tr>
<th>Pre CCSS</th>
<th>Post CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each shirt costs $4. How much do 3 shirts cost?</td>
<td>Each shirt has 6 buttons. How many buttons are needed to make 7 shirts?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>If $3(y-1) = 8$, then what is $y$?</td>
<td>What are two different equations with the same solution as $3(y-1) = 8$?</td>
</tr>
</tbody>
</table>

Achieve the Core [http://www.achievethecore.org](http://www.achievethecore.org)
Assessment Shifts

Culminating Task

Students write an informative essay in response to the unit’s essential question (“how do the organ systems work separately and together to maintain homeostasis?”), citing evidence from lab reports generated from classroom experiments, and texts explored throughout the unit.

• What do students have to know?
• What do students have to do?
• What do teachers have to do to prepare students?
Activity 4: Carousel Shifts

• Form 5 groups. Each will investigate the overview documents from: CCSS ELA, CCSS Math, CCSS History, SS and Technical Subjects, and NGSS.

• Discuss:
  • What shifts do you see? How will these shifts affect instruction?
  • What types of supports will you need to meet these standards?

• Record ideas on chart paper, using the headings: Teach more like this.... Teach less like this...

• Each group moves to the right, to discuss the information and make comments or suggestions on the chart paper.
CCR Shifts- ELA

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*
CCR Shifts - Math

Shift 1 – Focus: *Focusing strongly where the standards focus*

Shift 2 – Coherence: *Designing learning around coherent progressions level to level*

Shift 3 – Rigor: *Pursuing conceptual understanding, procedural skill and fluency, and application—all with equal intensity*
Social Studies and Science Shifts

• **Shift 1**: Balancing informational and literary text

• **Shift 2**: Knowledge in the Disciplines

• **Shift 3**: Staircase of Complexity

• **Shift 4**: Text-based Answers

• **Shift 5**: Writing from Sources

• **Shift 6**: Academic Vocabulary
Understanding New Standards: KWL Chart

What did you learn about the following:

- How to emphasize and support the instructional shifts in curriculum.
- How to emphasize and support the shifts in practice.
Discussion/Reflection

- Anticipate the supports that participants will need.
- Anticipate responses from reluctant participants.
- Complete the sentence, “Our teachers need....” and share with the group.
Cycle of Instruction

Assessing Learning Needs
Setting Learning Goals
Conveying Information, Instruction
Applying Learning
Assessing Learning Goals
Reflecting
## Instructional Process

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
<th>Inquiry / Discovery Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presentation of content</td>
<td></td>
</tr>
<tr>
<td>• Modeling</td>
<td></td>
</tr>
<tr>
<td>• Guided Practice</td>
<td></td>
</tr>
<tr>
<td>• Feedback</td>
<td></td>
</tr>
<tr>
<td>• Application</td>
<td></td>
</tr>
<tr>
<td>• Posing a question or problem</td>
<td></td>
</tr>
<tr>
<td>• Making predictions</td>
<td></td>
</tr>
<tr>
<td>• Problem solving</td>
<td></td>
</tr>
<tr>
<td>• Collect and Analyze data</td>
<td></td>
</tr>
<tr>
<td>• Designing solutions/Outlining explanations</td>
<td></td>
</tr>
</tbody>
</table>
What is Inquiry-based Learning?

Video

- [http://www.pbslearningmedia.org/resource/5bb4bb2c-475a-46a2-9628-4f99b2e7bb42/5bb4bb2c-475a-46a2-9628-4f99b2e7bb42/](http://www.pbslearningmedia.org/resource/5bb4bb2c-475a-46a2-9628-4f99b2e7bb42/5bb4bb2c-475a-46a2-9628-4f99b2e7bb42/)
Which Instructional Process?

• Choose a team and produce a presentation or video in which you explore how people lived during pre-colonial America, colonial America, revolutionary war America. Use the internet and properly cite information. Include the social and political organization and economic foundation of each era.

• Learn the steps in the order of operations: 1) solve the operations in the parentheses 2) exponents, 3) multiplication/division left to right, 4) addition/subtraction left to right. Model, practice together, provide feedback, assign practice items as homework.
Activity 5: Identifying Instructional Shifts in a Lesson

• Choose a lesson.
• Use the handout to identify instructional shifts and record your evidence.
Activity 6: Make Modifications to Include Shifts

- Choose a lesson.
- Review a lesson plan’s materials, goals, instruction and assessment.
- Note modifications to the lesson to meet new standards using modified materials, goals, instruction and assessment.
Sharing Modifications

• With your handout, form two lines facing each other.
• Share your modification of the lesson with your partner across from you in the line.
• When time is called, you will move one step over so you have a new partner facing you; the last person will rotate to the front of each line.
• Share your modification of the lesson instruction with your new partner.
• Repeat with goals, instruction and assessment.
Reflection

• How did this activity engage you in discipline-specific content?

• How does this compare to a professional development activity that is mainly *show-and-tell*?

• Complete this sentence: “Our teachers need...”
Questions to Answer

• What supports will teachers need to meet these new standards?

• What are a few activities that will help teachers shift their instruction?

• What are a few activities that will help teachers shift their assessment?
Wrap Up

Comments

Questions
Lesson Topic 3

Understand the techniques for active engagement and structures for participation
Participation Structures and Formative Assessment

• Ice Breakers
• Activities to Activate Prior Knowledge
• Grouping Formats
• Checking Up
Ice Breakers

- Entering the room they take an M & M and introduce themselves based on the color of their candy. Some suggestions include:
  - Red: Share what you would like to get from the workshop
  - Yellow: Share something positive in your class
- Write down three facts about your professional life on an index card. Collect cards and have everyone stand. As you read the facts, they sit down if it doesn’t apply to them. After 3 facts, the owner of the card should be standing. Repeat.
Activating Prior Knowledge

• Provide statements about a topic and have them Agree or Disagree.

• On paper, write one fact and one question about a topic. Ball it up and throw it to someone else in the room. They respond and write an additional question. Repeat. Choose a few papers to read aloud and discuss.

• KWL

• Create a poll with : http://www.polleverywhere.com/
Grouping/Discussion Formats

- Stack a deck of cards with four of a kind cards. Pass out the cards and people with the same numbers form a group.
- Silent Birthday line up. Silently form a line from January to December birthdays. Then form groups of any number starting at the beginning of the line.
- Musical Groups. Play music and walk around the room. When the music stops, form a group with the people near you.
- Speed Discussion. Create two parallel lines facing each other. Instruct them to discuss a topic. After a signal, move to the right and discuss the same or a new topic with the new partner.
Checking Up

• Ticket out: Write one piece of learning or answer a content-related prompt to check learning and give to presenter on the way to a break.

• 6 word summary: summarize what was learned. Example from Romeo and Juliet: Feud resolved. Price: lives lost, regret.

• Thumbs Up/Down. State a series of correct and incorrect items. Participants show thumbs up to agree, thumbs down to disagree.

• Quick Write. Provide a topic and have participants write 1-2 sentences about it.

• Turn and talk. Provide a topic and have participants talk to a partner about it.
Practice

• Check in on what you have learned in this workshop.
Question to Answer

• What benefits do you see in using active participation structures?
Wrap Up

• Review the purpose of participation structures and embedded assessments.
Lesson Topic 4

Determine ways to integrate technology into professional development
Think-Pair-Share

Think about and write an effective experience with technology in a training setting or in a classroom.
Pair with a partner.
Share your experiences and what made them effective.
Effective Uses of Technology

1. Increase Efficiency and Productivity
   Using technology with projects can help students produce more content in less time.

2. Enrich and Extend Student Learning
   When technology is incorporated, it can enrich and extend student learning, allowing students to analyze and evaluate information in a new way.

3. Produce Quality Work Using Professional Tools
   Students can aspire to a level of work and quality of product that more closely reflects what they see in the outside world if they have access to the tools that professionals use for similar tasks.

4. Increase Student Motivation
   Students may work longer and harder when using technology, with more interest in the quality of the product they are creating.
Technology in Use

• What technology is available to you?

• How could it be integrated into learning experiences?
Activity

• Choose a standard and describe how technology could be used effectively for learning.
Review Activity

Does technology increase student efficiency and productivity?

Does technology enrich and extend student learning?

Does technology help produce quality work using professional tools?

Does technology increase student motivation?
Question to Answer

• How does technology increase student efficiency and productivity, enrich and extend student learning, help produce quality work using professional tools, and/or increase student motivation?
Wrap Up

• Complete this sentence: “Our teachers need...”
Lesson Topic 5

Tailor your delivery of TASC curriculum implementation
Planning to Lead

Review goals, outcomes, audience needs and context of TASC curriculum implementation.

Review aspects of effective Professional Development.
Follow-Up for Teachers

How can professional learning communities be useful in ongoing learning?

How can coaching be useful in ongoing support?
Activity 9: Review a Workshop

Choose and review a content workshop that you will lead. Review the workshop with your context and participants in mind.

1. What modifications will you make to the materials?
2. What modifications will you make to the instruction? Will you need additional or different examples?
3. What modifications will you make to the assessment?
4. What are misconceptions you anticipate? How will you address them?
5. What are strengths of the participants? What are challenges you may have?
6. Does your workshop include aspects of effective professional development?
Share Modifications

On chart paper, list the modifications to the content workshop that will be made for your audience.

Read other groups’ suggestions and provide feedback and comments.
Questions to Answer

• How did you incorporate your learning from this workshop into your PD plan?

• What challenges do you anticipate in leading modules 2-5 workshops?
Wrap Up

• **Name 3 ways** you can make PD more effective
• **Name 2 ways** to align PD to adult learners
• **Name 1 way** this will help their students.
Overall Wrap Up

Reflection on role as a workshop leader/facilitator/trainer; identify one area of focus in personal professional growth.
Check in on Workshop Outcomes

At the conclusion of this Workshop, you will be able to:

Part 1: Understand the characteristics of effective professional development.
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  Understand the techniques for active engagement and structures for participation.
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