[Do Not Publish] LEAD: Summer Institute

Time Frame   2 Days

Essential Question(s)

- How do the components of authentic instruction and the 5E learning model support meaningful learning?

- How can teacher-leaders influence school culture to foster an environment conducive to authentic and meaningful learning?

Summary

Each year, teachers have the opportunity to apply for the Leading Educators in Authentic Development (LEAD) program. Teachers who participate in LEAD receive professional development throughout the year from K20 professional development coordinators and specialists. In turn, each participant has opportunities to facilitate authentic professional development and reflections with their site staff. This opportunity is perfect for teachers who would like to take their practice to the next level by leading others. All teachers who participate in LEAD receive stipends to compensate for their participation time. The LEAD Summer Institute is the first professional development experience for LEAD participants, lasting two days.

Learning Goals

- Examine the role of authenticity in student learning and post-secondary readiness.

- Develop and practice the presentation skills of effective professional development for adult learners.

Attachments

- [0. LEAD Pre-work Whylighting Components of Authenticity (1).pdf](#)
- [1. 23-24 Summer LEAD Day 1 and Day 2.pptx](#)
- [10. 5E Lesson Framework Reading—Creating 5E Lessons.pdf](#)
- [11. Triangle Square Circle.docx](#)
- [12. Combating Nervousness edited.docx](#)
- [13. PD Checklist and Cycle.pdf](#)
- [2. LEAD Day 1 Agenda.docx](#)
- [3. Authenticity-Theory_NEW.pdf](#)
- [4. Authenticity Job Aides.pdf](#)
- [5. LEAD hrs TREK events.docx](#)
- [6. Adult Learning Relay Poster.pdf](#)
- [6a. Adult Learning Relay Cards.docx](#)
- [6b. Adult Learning Relay with answers.docx](#)
- [7. Effective Professional Development for Educators.docx](#)
- [8. Owning the learning PD.pdf](#)
- [9. LEAD Day 2 Agenda.docx](#)

Materials

- Presentation Slides (attached)
- Sticky notes
- Pens/pencils
- Chart tablet paper
- Markers
- Access to Google Slides, PowerPoint, etc. for an optional activity
- Handouts
    - LEAD Pre-Work - Whylighting
    - 23-24 SUMMER LEAD Day 1 and Day 2
    - LEAD Day 1 Agenda
    - Instructional Strategy Note Sheet (Printed on the back of the agenda)
    - Authenticity - Theory
    - Authenticity - Job Aides
    - LEAD Hours
    - Adult Learning Relay Poster
    - Adult Learning Relay Cards
    - Adult Learning Relay with Answers
    - Effective Professional Development for Educators
    - Owning the Learning PD
    - LEAD Day 2 Agenda
    - 5E Lesson Framework Reading - Creating 5E Lessons
    - Triangle, Square, Circle
    - Combatting Nervousness
    - PD Checklist and Cycle

50 minutes
Introduction, Why Lead?

Facilitator's Note: Preparing for the Session

Have handouts and additional resources available on participants' tables as they arrive. Each table should get a pad of sticky notes, and each participant should receive a copy of each of the **#of** handouts. Authenticity Framework posters should be placed around the room for the bellringer activity. Include written instructions for the Name Tent activity on the whiteboard. This session requires participants to work in groups and move around the room. As the facilitator, make sure space is available for appropriate movement and group work.

This professional development also contains an online Padlet activity. Therefore, internet access is needed during the presentation. Create a Padlet board prior to the presentation to be shared with participants. Include the web link to the board and a QR code on **slide 5.** If in the field, please check internet access at the school site or send the links to the school liaison to verify access. The presentation room should also be arranged so that participants can work in small groups of three or four participants.

Display **slide 1** and greet participants as they enter the room. Instruct participants to fill out sticky note for each instructional strategy from their pre-work and place it on the bottom part of the poster that best reflects the purpose of that strategy within the Authenticity Framework. Encourage participants to complete a name tent at their table after placing their sticky notes. Briefly mention the agenda and the **Instructional Strategy Note Sheet**. Inform participants that new instructional strategies will be introduced to them throughout the session. These strategies are tools to support higher-order thinking in authentic ways. Encourage participants to use their note sheet to jot down ideas for how they would personalize the strategies for their specific classes. Within the presentation, time is allotted to allow participants to reflect on the strategies.

Display **slide 3**. Introduce yourself. Next, display **slide 4** and provide background information on GEAR UP and the different grants at the K20 Center. After this, have participants introduce themselves and share one thing from their table tent.

Next, display **slide 5**. To begin the Pick-a-Pic strategy, ask participants to find a picture on their phone or laptop that makes them smile and that reflects how they are feeling, or maybe just something that they want to share. Facilitate a group discussion where participants share their picks.

Once table discussions have ended, each participant will share their image and introduce themselves and provide context for their teaching situation (School, Grade, Subject). After participants have introduced themselves and explained the significance of their photo, ask them to upload their picture to the prepared "Pick-a-Pic" Padlet board.

Presenter's Note: Padlet Upload Instructions

1) Have participants go to the prepared Padlet board using the link or QR code you have previously added to slide 4.

2) To add something to the board, have participants select the plus sign in the bottom corner of the Padlet.

3) A text box will appear. Have participants select the photo icon in the text box to upload the picture from their photo gallery. Then, have them add a caption and their names.

Go to **slide 6**. Briefly pass out and explain the purpose of four important documents: The *Memorandum of Understanding*, the *Talent Release*, *the Supplier Form*, and the *Lunch* list. Remind participants that payment from OU will take approximately 12 weeks.

Pass out candy and transition to **slide 7**. Allow participants to take one candy each, and then instruct them to find and partner with someone they don't know who has the same piece of candy. Move to **slide 8**. Participants will discuss their assigned candy question with a partner. Allow at least three minutes for discussion. After the discussion has ended, instruct participants to find a different partner with a different type of candy. After grouping, participants will discuss both questions tied to their candies.

Briefly review grant goals on **slide 9**.

Transition to **slide 10** and share what the research says about shared leadership. Facilitate a discussion that addresses the questions "What is shared leadership?" and "Why do we do we do shared leadership in LEAD?".

Share the session objectives on **slide 11**.

40 minutes

Authenticity

Ask participants to get their pre-work out and to partner up. Move to **slide 12** and share the instructions for Think-Pair-Share: "Use your pre-work to summarize authenticity in your own words and to discuss how authenticity supports student learning".

Facilitator's Note: Four Corners Activity

These posters should be printed out and posted around the room in different areas ahead of time. Corners are often used since there are usually four in a standard room and they easily separate the groups.

Transition to **slide 13** and direct participants to choose one component from their anchor chart, and to move to the corresponding Four Corners poster. Request that participants form groups of no more than five (5) in a group, and to have a second or third choice in mind in case their first choice is full. Ask participant groups to discuss the importance of their authenticity component.

Possible Responses

- "Pose a question before the content/subject material is taught."
- "Allow students to activate their prior knowledge."
- "Use students' prior knowledge to help them make connections to new content."
- "Make the lesson relevant to the world outside the school by using social issues to stimulate conversation."

Display **slide 14** as you provide instructions for how to create the Color, Symbol, Image (CSI) poster. On labeled (titled) chart paper, each group will complete three tasks. First, above the title on the poster, participants must summarize their component of authenticity and how it supports student learning. Next, participants must choose a color they feel represents their component and draw symbol that represents their component, and craft an image to illustrate an image or scene that relates to the component of authenticity. Finally, below the title, participants must select an instructional strategy that reflects this element of authenticity.

Transition to **slide 15.** Go through the strategies as a group and help participants write down what each strategy is and how they might apply it in your classroom. Quickly discuss each strategy individually. Share out something you heard from another participant that you thought was a great idea of how to implement. Strategies reviewed in this activity include Padlet, Think-Pair-Share, Four Corners, and CSI.

45 minutes
College or Career Success

Facilitator's Note

This section uses Mentimeter. Be sure to access your Mentimeter presentation a few days before your session and reset the access code expiration. You can find this from your Menti > Share > Participants. You will find a drop down at the bottom of the pop-up window.

Display **slide 17**, and ask participants to think with their table and generate a list of as many of the skills that students need to be successful in their career or college as possible. Explain to participants that this Collective Brain Dump is designed to activate student prior knowledge in a short amount of time.

Display **slide 18**, and have each table add four or five phrases from their list on Mentimeter to generate a Collaborative Word Cloud. Allow each group a few minutes to decide which phrases to share and contribute their post to the word cloud.

Next, transition to **Slide 19**. Inform participants that they will examine the skills they previously identified in the Mentimeter word cloud. They will then compare these skills to the key elements of authenticity. The guiding question for this activity is: "How can incorporating elements of authenticity better equip teachers to prepare students for post-secondary opportunities?"

Divide the tables up into partners, and instruct partners to stand up and find a quieter place in the room. Transition to **slide 20**.

1. Instruct each pair to select one component of authenticity.
2. As partners to craft a 60-second Elevator Speech that describes their chosen element of authentic instruction and its role in fostering college and career readiness.
3. Once prepared, one partner will deliver the speech wile the other listens critically to provide feedback.
4. Teams will debrief using the Star and a Wish instructional strategy. Transition to **slide 21** for participant reference during reflection.
5. Partners switch roles to repeat the process.
6. If time allows, change partners for an additional round of speeches and feedback.

Transition to **slide 22.** Go through the strategies as a group and help participants write down what each strategy is and how they might apply it in your classroom. Quickly discuss each strategy individually. Share out something you heard from another participant that you thought was a great idea of how to implement. Strategies reviewed in this activity include Collective Brain Dump, Mentimeter, Table Talk, Elevator Speech, and Two Stars and a Wish.

80 minutes

Adult Learning

Transition to **slide 24**, and instruct participants pick up a nearby card to play [Quiz, Quiz, Trade](). The card has two sides, a question side and an answer side. Participants must hold the card so that the question side is facing out and the answer side facing them. Participants will raise their other hand, and partner up. Partners will introduce themselves, quiz each other, and switch cards. After both partners have gone, repeat the process and find another partner. **[should this be a numbered list maybe?]**

Prepare participants for a review relay of adult learning by moving to **slide 25**. Each group will receive a cloze Adult Learning Relay handout and a stack of word answer cards. Participants will line up as a team, and each team member will select a word and place it in the sentence that makes the most sense. Allow adequate time for groups to explore and organize, and then instruct teams to compare answers with one another.

Access **slide 26**, and introduce participants to the [Categorical Highlighting]() instructional strategy. Participants will read *Effective Professional Development for Educators* and highlight with two colors, one for information pertaining to effective professional development and the other for the needs of adult learners. Encourage participants to share after they have completed research.

Facilitator's Note

It may be useful to provide contextual information related to adult learning, or andragogy. Malcolm Knowles, widely considered the father of adult learning theory, posited that learners

- move from dependent learners as children to self-directed learners as adults
- adults learn because they want to
- adults have had bad PD experiences in the past; informal learning is best (active engagement/learning can be informal)
- wants to apply knowledge immediately; relevancy
- motivation to learn is internal
- adult learning should be process centered instead of content oriented

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Transition to **slide 27**, and provide information about the [Cognitive Comics with Canva]() tech-integrated strategy. Display instructions on **slide 28.** Using one of the provided cognitive comics templates, participants will use their categorical highlighting to create an effective professional development scenario. Participants will post their PD Comic to Padlet as a PNG after finishing.

Move to **slide 29**. Facilitate participant reflection using the Instructional Strategy Note Catcher. Strategies used in this section include *Quiz, Quiz, Trade*, *Categorical Highlighting*, *Cognitive Comics*, and integrating technology with *Canva*.

85 minutes

Model Professional Development

Transition to **slide 31**, and encourage participants to individually think about the activities from today through the lens of the *Authentic Lesson Reflection Tool* handout. Using the reflection questions provided in the handout, participants must identify any tasks or activities that address those questions. Allow time for participants to reflect on the elements of authenticity that they have experienced, and then encourage participants to share out.

Possible Responses

- "The *Sticky Bars* activity was an example of the Construction of Knowledge component of Authenticity."
- "*Quiz, Quiz, Trade* is an example of a meaningful questions structure for Inquiry-Based Learning."
- "All of the activities have been Student-Centered."

Move to **slide 32** and tell participants to read through the [Owning the Learning: Intentional Student Choice professional development](https://learn.k20center.ou.edu/professional-learning/3199?rev=29342). While reading, participants must use the *Authentic Lesson Reflection Tool* to identify components of authenticity within the PD.

Briefly share expectations for the session tomorrow with **slide 33**, and ask participants to complete the online TREK evaluation on **Slide 34**.

45 minutes

Extend to Your Site

Display **slide 47** and explain the 3-2-1 strategy to participants. Participants are to use the sticky notes at their desk **[are stickies mentioned in supplies?]**. Participants will list three things that their school/site is doing well, two areas of need that could help your school grow, and one professional development that could support their needs. Transition to **slide 48**, and let participants must submit their selected PD using a Google Form. The form is linked both in the form of QR code and a shortened link.

95 minutes

PD Review

Display **slide 50** and instruct participants that they are going to search LEARN for a professional development experience that will benefit their site. As they review the PD, participants will answer the following questions:

1. How does the 5E narrative support authentic teaching and learning?
2. What makes these PDs good choices for your staff?
3. What E would be the most engaging, and why?
4. What E would be the most challenging, and why?

Leave **slide 50** up for reference and allow participants time to review their professional development.

After enough time has passed, call the group back together and explain to participants that they are now going to be sorted according to the cluster that most closely aligns to their own. Transition to **slide 51**, and direct participants to move to one of the following groups: A) Academic Preparedness, B) Technology Integration, C) College and Career Awareness and Readiness, D) Student Engagement, and E) Climate and Culture. Transition to **slide 52**, and explain to participants that they will share a brief description of the PD that they chose to the group, and then they will discuss the answers to their four questions (also displayed on **slide 52**).

Display **slide 53**, and ask participants "How nervous are you about presenting a PD?". Ask participants to consider the three reference points on the slide. Ask participants, "Now that you have thought about where you might fall using these reference points, everyone is going to make a single line. So, in a minute, you are going line up in order from 1 to 5." Be sure to point out which side of the room is where the ones go, and which side of the room the fives go, and instruct participants to line up. Once participants are lined up, say "Now that you are lined up, we are going to fold the line in half. So, it's like follow the leader. The last person (five at the end) will walk down here to stand in front of the first person (one at the start of the line). This will be your partner for our next activity."

Facilitator's Note: Fold the Line

If there is an odd number of participants, you will need to create a group of three in the middle of the line.

Display **slide 54**, and model the [Yes, Because...](#) instructional strategy by telling a joke. Say "We are going to now talk about combatting nervousness. Sometimes nervousness can also be fear and some of you might be a little afraid of facilitating. Is six afraid of seven?" If facilitating with a partner, have your partner deliver the punchline: "Yes, because seven, **eight**, nine!" Pause for laughter. "We have just modeled the Yes, Because strategy that we are going to explore how to combat nervousness." Participants should still be lined up from fold the line. Pass out the *Combatting Nervousness* handout. "We are going to model the first two items on this handout, and then we will work our way down the line, with the first partner issuing a statement and the partner providing the "Yes, Because" response. Once we reach the end of the line we will finish by switching which row reads and which row responds." Model the first two statements, and then begin the activity.

Move to **slide 55** and go through the strategies used in this section as a group. Help participants write down what each strategy is and how they might apply it in their classroom. Quickly discuss each strategy individually. Share out something you heard from another participant that you thought was a great idea. Participants should record information about *3-2-1*, *Fold the Line*, and *Yes, Because*.

30 minutes

PD Checklist

Move to **slide 57**. Pass out the *PD Checklist and Cycle* handout. Instruct participants to read through the handout and explain to them "You are a support structure for growth at your school. Review the handout for some of the ways you can function as a support at your school."

Transition to **slide 58**. "Review the PD cycle and why it is important to reflect on what you have accomplished and how you have supported continual learning at your site. You are a support structure for growth. Think about your action plans, school objectives, and how to move forward to the next school year. You can follow-up with teachers to help foster continual learning. Don't forget to invite teachers in to watch 'new' strategies or technology you are using with your students. Offer modeling and co-teaching opportunities, as you have embraced taking on a LEAD role within your schools. This is a heavy lift, but you all are very compassionate about creating successful educational experiences and engaging learners with authentic teaching practices." Allow participants time to review the chart.

Transition to **slide 59**. Share information about the annual Innovative Learning Institute and explain to participants that they each have a ticket to attend.

Transition to **slide 60**. Share upcoming important LEAD dates and events with participants.

Display **slide 61**, and have participants complete the TREK evaluation according to which grant they are on (FUTURE, MY SUCCESS, OKC).

Finally, display **slide 62** and discuss the next steps teachers will take between now and the next LEAD session. Each site will be different depending upon the PD plan and timeline. Follow up by reaching out to each participant and discussing their next steps.

Research Rationale

GEAR UP programs will use a professional development approach to help teachers translate research findings into pedagogy, allowing them to focus on student-centered learning by engaging students in authentic, complex tasks guided through inquiry and discourse (Jeter et al., 2018; Stroukoff et al., 2018). Student-centered learning emphasizes learning strategies and instructional sequencing, providing deeper conceptual understanding (Tornwall, 2017) and increasing the likelihood of transfer to real-world situations (White et al., 2017).

Resources

K20 Center (n.d.). 3-2-1. Instructional Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/117

K20 Center (n.d.). Canva. Tech Tools. Retrieved from https://learn.k20center.ou.edu/tech-tool/612

K20 Center (n.d.). Card Sort. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/147

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K20 Center (n.d.). Cognitive Comics with Canva. Tech-Integrated Strategies. Retrieved from https://learn.k20center.ou.edu/tech-strategy/3025

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K20 Center (n.d.). Star and a Wish. Instructional Strategy. Retrieved from https://learn.k20center.ou.edu/strategy/83

K20 Center (n.d.). Think-Pair-Share. Instructional Strategy. Retrieved from https://learn.k20center.ou.edu/strategy/139

K20 Center (n.d.). Triangle, Square, Circle. Instructional Strategy. Retrieved from https://learn.k20center.ou.edu/strategy/65

K20 Center (n.d.). Yes, Because. Instructional Strategy. Retrieved from https://learn.k20center.ou.edu/strategy/193