Leading Educators in Authentic Development: Presenting Professional Development (Session 4 of 4)

Mariah Warren, Bradly Cusack, Keiana Cross, Lindsay Hawkins, Lindsay Williams, Patricia McDaniels-Gomez, Jared Whaley, Amber Hale, Mark Forsberg, Michael Kraus
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Time Frame 4 hrs.

Essential Question(s)

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

Summary

The Leading Educators in Authentic Development (LEAD) workshop is a series of professional learning sessions that develop teachers' skills in leading professional development at their school sites. This workshop features four sessions over a two-day period. This fourth session, Leading Educators in Authentic Development: Presenting Professional Development, focuses on exploring professional development and reviewing tips for presenting to peers. Participants will review a PD they select for their school, discuss common ways to combat nervousness, and reflect on the PD cycle and how it aligns with the LEAD program.

Learning Goals

- Identify your school's needs and how to meet them with professional development.
- Practice the presentation skills of effective professional development.
- Assess your learning and potential impact at your school.

Standards

National Educational Leadership Preparation (NELP) Program Recognition Standards District Level (District Level)

4.2: Component 4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
4.2.CK: Content Knowledge: Program provides evidence of candidate knowledge of:
4.2.CK.b: Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
4.2.CK.c: Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)
4.2.CK.d: Approaches and strategies for supporting district and school collaboration
4.2.ELS: Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to:
4.2.ELS.b: Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success

Attachments

- 3-2-1 Site Reflection—LEAD and Presenting Professional Development.docx
- 3-2-1 Site Reflection—LEAD and Presenting Professional Development.pdf
- Agenda—LEAD and Presenting Professional Development.docx
- Agenda—LEAD and Presenting Professional Development.pdf
- Alternative Quiz, Quiz Trade—LEAD and Presenting Professional Development.pptx
- Combating Nervousness—LEAD and Presenting Professional Development.docx
- Combating Nervousness—LEAD and Presenting Professional Development.pdf
- Instructional Strategy Note Sheet—LEAD.docx
- Instructional Strategy Note Sheet—LEAD.pdf
- PD Checklist and Cycle.pdf
- Professional Development Options—LEAD and Presenting Professional Development.docx
- Professional Development Options—LEAD and Presenting Professional Development.pdf
- Quiz, Quiz Trade—LEAD and Presenting Professional Development.pptx
- Session Slides—LEAD and Presenting Professional Development.pptx

Materials

- Session Slides (attached)
- Device with internet access (at least one, preferably connected to a video and audio display)
- From the first session
  - Agenda (attached; one per table)
  - Instructional Strategy Note Catcher sheet (attached; one per participant)
- Quiz, Quiz, Trade cards (attached; one card per participant)
- Alternative Quiz, Quiz, Trade cards (optional; attached; one card per participant)
- 3-2-1 Site Reflection handout (attached; one per participant)
- Professional Development Options (attached and linked; one per participant)
- Combatting Nervousness (attached; one per pair of participants)
- PD Checklist and Cycle (attached; one per participant)
- Sticky notes
- Pens/pencils

5 minutes

Prework

In this session, participants practice what they learn about by presenting a slide on something they are passionate about. If you are completing all four sessions in this series, creating the slide about their passion can be assigned as homework to be completed at the end of day two, after the second session. Alternatively, ask participants to create a slide as part of the Explain in this session.

40 minutes

Engage

Facilitator's Notes: Preparing for the Session

Print each page of the Quiz, Quiz, Trade handout. If needed, print multiple copies of the same page so that each participant can have a card. Fold each page in half hamburger style so one side shows the prompt and one side shows the response.

The version of this strategy is designed for Oklahoma educators. Feel free to use the alternate version to review what participants have already learned, or create your own version based on facts about your area.

Display **slide 2** and instruct participants to pick up a nearby card to play Quiz, Quiz, Trade. Pass out one pre-printed card to each person. The card has two sides, a prompt side and a response side. Participants must hold the card so that the prompt side is facing out and the response side is facing them. In the first round, participants partner with anyone that doesn't have the same card. In subsequent rounds, participants raise their hand if they are available, and partner up with someone else who is raising their hand. For each round, partners introduce themselves, quiz each other, and switch cards. After both partners have responded to their prompt, repeat the quiz, quiz, trade process. Provide 10–15 minutes for this activity; adjust for the number of participants and available time.

Alternatively, create your own Quiz, Quiz, Trade cards about your local area or any other topic. The purpose of this activity is to provide another opportunity to experience an instructional strategy while building a sense of community. If you prefer, choose another icebreaker activity, such as Human Bingo or Snap, Clap, Pop.

Show **slides 3–4** to review the essential question and learning goals for this session. Move to **slide 5** to explain the 3-2-1 strategy to participants. Pass out copies of the **3-2-1 Site Reflection** handout, then ask everyone to list three things that their school or site is doing well and two areas of need that could help their school grow. Pause here and pass out copies of the **Professional Development Options** handout or share the Professional Development Options digital copy. After everyone can access the handout, move to **slide 6** to continue the 3-2-1 activity. Ask everyone to find one professional development that could support the needs just identified.

Display **slide 7** and ask participants to review the PD they selected from the Professional Development Options. As they review the PD, participants consider the following questions:

1. How does the PD's 5E narrative support authentic teaching and learning?
2. What makes this PD a good choice 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 7** 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 with their own PD topic. Transition to **slide 8** and direct participants to move to one of the following groups:

- Academic Preparedness
- Technology Integration
- Student Engagement
- College- and Career-Going Culture
- School Culture and Climate

Transition to **slide 9** and ask participants to share with their group a brief description of the PD that they chose and their answers to the four questions. After participants have had time to discuss their chosen PD, display **slide 10** and provide a short break.

30 minutes

Explore

Facilitator's Note: Grouping Participants

For the Fold the Line activity, if there is an odd number of participants, join the middle of the line so everyone has only one partner.

Display **slide 11** and ask participants, "How nervous are you about presenting a PD?" Tell them to consider the three reference points on the slide and decide on a number that represents their level of nervousness. Instruct participants to raise their hand in a Fist to Five and then line up in order from 1 to 5. Point out which side of the room the Ones go to, and which side of the room the Fives go to so they form a single line. Once participants are lined up, it's time to Fold the Line. The last person (Five at the endow the line) will walk toward the first person (One at the start of the line) and stand in front of them. The others at the end of the line essentially follow the leader until the line is folded in half and everyone is standing with a partner from the other half of the line.

Let participants know this section focuses on combating nervousness. Display **slide 12** and model the Yes, Because... strategy by telling a joke. Ask participants, "Is six afraid of seven?" If facilitating with a partner, have your partner deliver the punchline: "Yes, because seven ate nine!" Pause for laughter.

Tell participants they are going to use the Yes, Because... strategy to explore how to combat nervousness. With participants still lined up in pairs from folding the line, pass out the **Combating Nervousness** handout; one per pair. Have the first pair of participants model the strategy using the handout. Start with the person who ranked themself most nervous about presenting. This person reads the first statement on the list and their partner (the person who rated themself confident) replies by providing a "yes, because..." response with a reason to support the statement. The second person on the same row as the first reads the second statement on the list and their partner responds with a "yes, because..." reason. Continue down the same row. After all participants in that row have read a statement, finish by switching which row reads and which row responds.

When everyone has had a chance to make a statement and receive a response, display **slide 13**. Tell everyone they can return to their seats. Play the *4 essential body language tips from a world champion public speaker* video. Ask for a few volunteers to discuss which tips they plan to follow when they present.

Embedded video

https://youtube.com/watch?v=ZK3jSXYBNak?si=rQJhBGaGCszH8q3n

15 minutes

Explain

Facilitator's Notes: Presentation Slides

Prepare for participants to present by compiling a slide deck with all of their slides. Divide into small groups based on space, but more than one person as the audience.

Move to **slide 14** and let participants know they now have a chance to practice the tips they just learned. Everyone will use the 30 Second Spotlight strategy to present a slide they prepared as prework that showcases interests, hobbies, or aspects of their lives about which they are passionate. For those choosing to follow the multi-day format, participants would have created a slide as homework at the end of day two.

Divide the whole-group based on time and the available space available at your site. Ideally, there will be at least a few people in each group and each group will have their own room. For each group, determine a random order for presentations by pulling names from a hat or using an online randomizer. Use K20's online timer (click on the numbers and type in 30 seconds) or any other timer in a way the person presenting can see it.

After each participant has presented, transition to **slide 15** and introduce the Two Stars and a Wish strategy. Each person reflects on *their own* presentation. If time permits, ask a few people to share their self-reflections.

30 minutes

Extend

Move to **slide 16**. Pass out the **PD Checklist and Cycle** handout. Instruct participants to read through the handout. Ask everyone to think about why each item is important and how they can function as a support at their school.

Remind participants they are teacher leaders at their school. This means they are a support structure to help meet school objectives and continue the cycle each year. Transition to **slide 17**. Facilitate a discussion by asking the following questions:

- Why is it important to reflect on what you have accomplished and how you have supported continual learning at your site?
- Why is it important to think about the school objectives and how to move forward to the next school year?
- Why is it important to follow up with teachers to foster continual learning?
- How will you ensure teachers can observe and share with each other new strategies or technology they are using with students?

After the PD cycle discussion, introduce the Mirror, Microscope, Binoculars strategy. Move to **slide 18** and ask participants to reflect on their learning for this session or all four sessions. Give participants a few minutes to answer the questions. Ask a few participants to share their responses.

20 minutes

Evaluate

Move to **slide 19** and go through the strategies used in this section as a group. Remind participants to use their Instructional Strategy Note Catcher to write down how they might apply each strategy in their classroom. Quickly discuss each strategy individually. Share out something you heard from another participant that you thought was a great idea. Using their Instructional Strategy Note Catchers, participants should record information about Quiz, Quiz, Trade, 3-2-1, Fist to Five, Fold the Line, Yes, Because..., 30 Second Spotlight, Two Stars and a Wish, and Mirror, Microscope, Binoculars.

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).

(Full works cited list can be found at Authenticity: Works Cited.)

Resources

- Business Insider. (2016, September 10). *4 essential body language tips from a world champion public speaker* [Video]. YouTube. https://youtu.be/ZK3jSXYBNak?si=pUXwdG1Dgwgor7aV
- K20 Center. (n.d.). 30 Second Spotlight. Strategies. https://learn.k20center.ou.edu/strategy/3748
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Fist to five. Strategies. https://learn.k20center.ou.edu/strategy/68
- K20 Center. (n.d.). Fold the line. Strategies. https://learn.k20center.ou.edu/strategy/171
- K20 Center. (n.d.). Human Bingo. Strategies. https://learn.k20center.ou.edu/strategy/3888
- K20 Center. (n.d.). Mirror, microscope, binoculars. Strategies. https://learn.k20center.ou.edu/strategy/3020
- K20 Center. (n.d.). Quiz, quiz, trade. Strategies. https://learn.k20center.ou.edu/strategy/3086
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