Leading Educators in Authentic Development: Dynamic Delivery of Professional Development (Session 2 of 2)

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Time Frame 4 hrs

Essential Question(s)

- How can LEARN support teaching and learning practices?
- How can teacher leaders effectively use reflection to strengthen professional development and create lasting impact at their school sites?

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 two sessions over a one-day period. This second session, Leading Educators in Authentic Development: Dynamic Delivery of Professional Development, focuses on facilitating in an engaging manner. Participants will brainstorm common facilitation challenges and identify possible solutions. They will then facilitate a PD session, detail qualities of dynamic facilitation, and reflect.

Learning Goals

- Analyze effective solutions for challenges in presenting and preparing for delivering PD.
- Generate a personal index for elements of dynamic professional development.

Attachments

- Dynamic Delivery Chart—Dynamic Delivery of PD.docx
- Dynamic Delivery Chart—Dynamic Delivery of PD.pdf
- Instructional Strategy Note Catcher—Dynamic Delivery of PD.docx
- Instructional Strategy Note Catcher—Dynamic Delivery of PD.pdf
- Presentation Slides—Dynamic Delivery of PD.pptx
- Two Stars and a Wish—Dynamic Delivery of PD.docx
- Two Stars and a Wish—Dynamic Delivery of PD.pdf

Materials

- Presentation Slides (attached)
- Note cards or index cards
- Plastic beach ball (or Qball)
- Microphone / Qball
- Chart paper (to mark stations for Magnetic Statements)
- Markers
- Pens and/or pencils
- Sticky notes
- Dynamic Delivery Chart handout (attached; one per participant)
- Two Stars and a Wish handout (attached; one per participant)
- Instructional Strategy Note Catcher handout (attached; one per participant)

30 minutes

Engage

Preparation Note

Before participants arrive, write the letters “A,” “B,” “C” and “D” on four pieces of chart paper and hang them up around the room, giving participants enough room to gather at each one in groups.

Before using the Presentation Slides, update slide 11 with the facilitators’ names.

Begin by displaying **slides 2–10** one at a time with the following Magnetic Statements:

- I’d rather spend a weekend: at the beach, in the mountains, on the town, at home.
- Favorite PD format: formal, informal hallway, target small group, virtual
- The most effective PD format: (the same list as above)
- I prefer… to get me through the day: coffee, tea, soda, or I don’t need caffeine.
- Collaborating with my peers: makes a presentation stronger, takes too long, is unrealistic in a school setting, is painful and I would prefer to work alone.
- More of: an early bird, all-day canary, night owl, perpetually exhausted pigeon
- Tech is: a tool that enhances, is beneficial when used deliberately, more trouble than it’s worth, the bane of my existence.
- I’d rather: go hiking, go to a museum, spend time with family and friends, stay home.

Ask participants to move to the letter corresponding to the statement they most agree with.

Each small group discusses why they chose that statement and summarizes their discussion to share. Designate one person per group to share what they discussed, then have the next group share.

Ask participants to move to another statement after each share-out. Use as many of the slide prompts as fits the time you have.

Tech Note

Qballs are microphones that can be tossed like a beach ball. They are a great way to do share-outs in a larger room so that everyone can hear.

Share the title slide, essential question, and session objectives on **slides 11–13.**

45 minutes

Explore

Show the video clip from *The Office*, "First Aid PD," linked on **slide 14**.

After watching the video, participants will play a round of Pass the Problem. Provide each participant with note cards and writing utensils and display **slide 15**. On the blank, non-lined side of the note card, have them write one problem they think they might have in presenting a PD. Then move to **slide 16** and have each person pass their card to the next person, who will write a solution to the problem on the lined side. Provide a minute or two between each pass, repeating the process until each card returns to its original owner, gathering multiple solutions for each challenge.

45 minutes

Explain

Continue with **slide 17**. Provide a few minutes of thinking time on the following questions:

- What were some of the major problems?
- How could you handle this?

Hold a whole-group discussion.

Move to **slide 18** to display the strategies and tech tools we've experienced in this session so far. Reflect on these in Hot Potato style. Have participants pass a ball (or a Qball) around the room (or in a circle) while you count down from 3. When you stop, the person with or nearest the ball must answer the question posed.

Use the following list of questions:

- How would you use Magnetic Statements in the classroom?
- How would you use Pass the Problem in a PD?
- What is a weakness/problem of using Qballs for discussion?
- What is a strength of the Hot Potato strategy for discussion?

Participants can also reflect using their **Instructional Strategy Note Catcher** handouts.

Display **slide 19** and take a short break.

90 minutes

Extend

Display **slide 20** and ask for volunteers to be "presenters." Give directions to "presenters" and "participants" separately.

While one facilitator is giving instructions to the volunteer participants (**slides 21–22**), another facilitator asks for six volunteer "distracters" who will act out in mild ways to simulate realistic presentation challenges. Everyone else will be "model" participants.

Brainstorm common distracter behaviors with the volunteer participants. Write each behavior on a note card, enough for each participant to get one card. Shuffle the cards and hand them out randomly to each volunteer. This is the behavior they will exhibit while the volunteer presenters are facilitating the 3-2-1 activity.

While giving instructions to the volunteer presenters **(slide 23)**, explain that they will facilitate only the "Engage" section of the Owning the Learning PD, using the 3-2-1 strategy to introduce objectives. Explain that they can call freeze at any point to get support from you, or that you may choose to call freeze and give them tips.

Briefly display **slide 24** to signal a shift in the topic. Volunteer presenters will use **slides 25–30** to guide the 3-2-1 activity..

- List 3 things you would Google.
- List 2 things your students would Google.
- List 1 way you could use student interest as a bridge to content.

Move to **slide 31**. Debrief how distracters were handled and discuss methods for managing audience distractions. What worked effectively in each scenario?

Briefly display **slide 32** to shift topics, then show the *Ferris Bueller's Day Off* video on **slide 33** to illustrate an unengaging presentation style.

Then, display **slide 34** and ask each participant to think of a memorable, dynamic speaker and what made that speaker dynamic. Participants write as many qualities as they can think of, one per sticky note.

Move on to **slide 35** for the Affinity Process activity instructions.

Have table groups discuss similar answers and group similar sticky notes together to identify common qualities of dynamic presentations. Each table should look at the groupings they've identified and come up with a favorite sticky note to represent the idea of that grouping and place it at the top.

Then conduct a share-out using a Stand Up, Sit Down format (**slide 36**). Ask a volunteer at each group to stand as the spokesperson for that group. Then, rotate through the groups, with each representative sharing their grouping. Record these on the board as each one is mentioned.

When ideas are mentioned in their stack, the spokesperson puts those stickies in a discard pile. Keep sharing until all the group's stickies are exhausted. The spokesperson will sit down when all their stickies have been represented on the board, even if another group shared the idea.

Display **slide 37,** explain the Jigsaw strategy, and distribute the **Dynamic Delivery Chart** handout. Assign a number (1–7) for each group to read the corresponding numbered section on the handout. Set a timer to discuss for 2 minutes. Each group explains what that area looks like in a dynamic delivery and shares with the larger group.

30 minutes

Evaluate

Facilitator's Note

If the facilitator will be coaching the participants through the PD Cycle, they should collect the Two Stars and a Wish handouts to help them coach participants through their goals.

Distribute the **Two Stars and a Wish** handout. Display **slide 38** with instructions for the Two Stars and a Wish reflection. Ask participants to identify two things they do well when presenting PD and one area they would like to improve.

Share reflections within small groups and offer supportive feedback on achieving growth goals.

Finally, share the last of the strategies that have been modeled through this session on **slide 39** and have participants reflect, using their Instructional Strategy Note Catchers, on how they could be used in their own classrooms and in PD they share with colleagues.

Research Rationale

Another key pillar of effective professional development is to include input, testing, and reflection phases along with instructional coaching and feedback. These phases further expand teacher competencies over long-term, process centered training, resulting in the further professionalization of teacher leaders (Behr et al., 2020; Curry et al., 2018). These teacher leaders can then offer training to peers and help further disseminate knowledge and develop skills across the organization, ensuring a sustainable professional development model that supports sustained whole-school growth (Behr et al., 2020; Curry et al., 2018). At this stage, the original trainers move into the role of instructional coaches and advisors who support the teacher leaders by answering questions and working through challenges they are facing with training their peers. Instructional coaches also protect the integrity of the training during this phase of implementation. This cycle repeats multiple times to develop a horizontal structure, which results in everyday actions occurring inside the classroom that reflect training and skill development, with support from teacher leaders who are supported by instructional coaches throughout the process (Behr et al., 2020).

Resources

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