

(<http://csmatters.org/pd-new>) L - 01

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Unit 1 Lesson Preparation and Teach-Out



Unit Lesson Preparation / Teach Out

Revision Date: Sep 08, 2019

Duration: 235 50-minute sessions

Lesson Summary

Summary: This lesson introduces the material in unit 1 to the teachers. First, they are introduced to the unit through a presentation and discussion. Then, teachers will engage with the material in unit 1 by actively planning lessons for sections of the unit, which they will use to "teach out."

Outcomes:

- Teachers will be exposed to the curriculum through active planning.
- Teachers will plan a lesson from unit 1, keeping in mind the explicit goals of that unit (including creating a classroom culture and driving inquiry).
- Teachers brainstorm solutions to potential challenges they could encounter and options for differentiation.

Overview:

Session 1: (2 hours)

1. Introduction (30 min) - Recap and introduction to unit 1
2. Lesson Preparation part 1 (45 min) - Halfway through lesson planning chart
3. Lesson Preparation part 2 (45 min) - Finish lesson plan & be ready to implement

Session 2: (2 hours 15 min)

1. Introduction - (5 min)
2. Presentation preparation - (5 min)
3. Presentations - (20 min each) - 100 min total
4. Q & A and Reflection Break(s) - (5 min each) - 20 min total
5. Concluding Remarks and Discussion - (10 min)

Learning Objectives

CSP Objectives

Big Idea - Professional development includes learning experiences and resources to ensure that teachers understand how the subject(s) they teach addresses the Maryland content standards and the relationships between the subjects they teach and other subjects in the curriculum.

- ○ LO 1a - Professional development includes learning experiences and resources to ensure that teachers understand how the subject(s) they teach addresses the Maryland content standards and the relationships between the subjects they teach and other subjects in the curriculum.

Big Idea - Professional development provides opportunities for teachers to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to help all of their students master Maryland content standards.

- ○ LO 1b - Professional development provides opportunities for teachers to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to help all of their students master Maryland content standards.

Big Idea - Professional development focuses on developing teachers' understanding of and disposition to acknowledge the diversity of student learning styles and needs.

- ○ LO 4a - Professional development focuses on developing teachers' understanding of and disposition to acknowledge the diversity of student learning styles and needs.

Big Idea - Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.

- ○ LO 4b - Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.

Big Idea - Professional development fosters a safe, inclusive, equitable learning community where teachers, administrators and students participate in maintaining a climate of caring and respect.

- ○ LO 5a - Professional development fosters a safe, inclusive, equitable learning community where teachers, administrators and students participate in maintaining a climate of caring and respect.

Key Concepts

To "teach-out" first present the first 5 minutes that you think will engage and instruct the students, followed by 5-15 minutes to describe the remaining features of the lesson will allow teachers to step back into the role of peer to share their thoughts and ideas.

Teacher Resources

Unit 1 folder (<https://drive.google.com/open?id=0B5vAY-fhOT-iYnR5bHhkMXJkb2s>)

Lesson Plan

Session 1:

TOTAL: 120 minutes

Materials: Use the "Overview of Unit 1" PowerPoint and the lesson preparation sheets provided. Teachers will need access to the curriculum.

Introduction (30 min)

1. Recap (10 min)
 - Review the schedule
 - Review the KWL/Parking Lot
 - Check-in: What can we do better?
2. Introduction to Unit 1 (20 min)
 - Review topics covered in and desired goals of Unit 1
 - Brief discussion of starting with Unit 0 vs. Unit 1
 - Discussion of good journal prompts for the beginning of the year - pros and cons of various topics to get students thinking without disenfranchising anyone.
 - Discussion of anticipated challenges of teaching the lessons - creating a classroom culture, weaving in Python, building community etc.
 - **Next time: print out the curriculum's lesson plan, ONLY the lesson plan (7/18/2017)**

Lesson Preparation (45 min)

The instructor should count teachers off by 5. They will form 5 equal-sized groups to plan and present lessons 1,2,3,5 and 6 in unit 1.

Use Teacher-Learner-Observer (TLO) technique. Explain the roles. (See pdf in folder.)

Lesson planning can be done on paper or electronically. Agree on a format and location for electronic documents if that is selected.

- Teachers should plan for a **50 minute** class period.
- Plan the **first 15 minutes** to teach in detail:
 - student engagement, warm-up, connections to other lessons.
- Then give a **5 minute overview** of the rest of the lesson and details from the planning sheet.

PROCESS

- 1st get an **overview** of the lesson as a group. Identify **key concepts** that are essential to the lesson.
- Read the planning sheet and **divide up the work**.

- End of section check-in: Teachers should be halfway through lesson planning chart.

Finish Lesson Preparation (45 min)

- Finish lesson plan & be ready to implement.
- Be sure that thought has been given to adapting the lesson to meet needs of specific student groups (i.e., students lacking prerequisite knowledge, English-language learners, etc.).

Session 2:

TOTAL: 160 minutes (with breaks)

Introduction (5 minutes)

- Teachers will present lessons - presenters are encouraged to be in teacher-mode; audience encouraged to be in student-mode (some teachers will have a bit too much fun with this). Questions and concerns should be reserved for the post-teach-out discussion.
- Groups are split into three roles based on TLO presentation (3 groups will be learners, 1 will be teachers, and 1 will be observers).
 - The group chosen as the **observing group** will observe and analyze lesson presentations. They should write down notes during the presentations on:
 - Did lessons hit their objectives?
 - Did the lesson flow?
 - How effective was the time usage?
 - The **learning groups** will act as students and identify the effectiveness of the lesson. They should note during the presentation:
 - Did they find that the material was clear?
 - What was potentially confusing?
 - Would students leave the classroom with an understanding of the material?
 - When were they the most engaged?
- The lessons should be presented 1,2,3,5, 6. Whichever group just presented, will be the observer group (for the first presentation, that is the lesson 6 group). The other groups will be learner groups.

Organizing/Pre-presentation Discussions (5 minutes)

- This is a bit of extra time for groups to finalize presentations.
- Groups discuss how to handle presentations. Will probably discuss things like how to wrap up presentation.
- Groups are encouraged to assign roles for their turn as the observer group.

Presentations (15 minutes each)

- Teachers present in their groups. Make sure that other groups are paying attention and taking notes depending on their roles. Remind learner groups to participate! Be the engaged students you would want in your classroom.
 - 5 minutes of actual presentation
 - 5 minutes to summarize the rest of the lesson, extension activities, real world connections, assessment and other thoughts.
 - 5 minutes to discuss the lesson as a group, journal and reflect.

It is good to give breaks - consider doing 2 presentations, then having a break

Closing Remarks and Discussion (10 minutes)

- The instructor goes through each lesson, and the LO's give feedback. Try to keep this brief, and avoid quicksand questions that take up the whole time.
- Discuss briefly how the Unit 1 lessons that were covered fit into the entire scope of the unit.

Options for Differentiated Instruction

Teachers work in pairs or teams depending on the size of the group and either share out to the entire group or to a paired group. Pick lessons that look the most challenging in Unit 1.

Evidence of Learning

Formative Assessment

- Check in about information gaps from previous sessions -- what can PD instructors do better?
- Using the feedback from the teachers about how the lessons went and what worked/did not work, the instructor can discuss concepts or pedagogy that are still unclear.

Summative Assessment

- Lesson plan for unit in lesson - demonstrate understanding of lesson and idea of how to teach it.
- Groupwork allows for automatic feedback from peers, as well as self-assessment.
- Teachers will create and give lessons based on Unit 1.
- Teachers will discuss how these lessons would or would not be effective.



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Authored by: CS Matters in Maryland

Website: csmatters.org (<http://csmatters.org>)

Email: csmattersinmaryland@gmail.com (<mailto:csmattersinmaryland@gmail.com>)

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