(http://csmatters.org/pd-new)   I - 01

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Introduction

Unit Introductions, Check-Ins, and Reflections

Revision Date: Sep 08, 2019
Duration: 45 50-minute sessions

Lesson Summary

Summary: In this lesson, teachers will be introduced to important elements of the Professional Development: introductions, goals of the course, the curriculum, Piazza, and other resources. Teachers will also discuss their own comfort level with the material covered as well as any questions or concerns that they may have.

Outcomes:

- Teachers will give input about comfort level and questions/concerns.
- Teachers will gain a general understanding of the goals of the course.
- Teachers will become familiar with the different components of the curriculum framework (i.e., big ideas, enduring understandings, learning objectives, essential knowledge, practices/skills)
- Teachers will be introduced to and discuss the curriculum.
- Teachers will be introduced to one another.
- Teachers will be introduced to and gain a preliminary understanding of Piazza and other resources.

Overview:

Total: 45 min

1. Introduction to the course and workshop (10 min)
2. Ice Breaker and shared knowledge activities (20 min)
3. Overview of schedule, resources, norms with activities (25 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 ongoing opportunities for teachers to practice working with colleagues, including other teachers, principals, counselors, social workers, and others, and

emphasizes that collaboration is a means and not an end in addressing issues related to school improvement and improved student learning.

- ○ LO 3a - Professional development provides ongoing opportunities for teachers to practice working with colleagues, including other teachers, principals, counselors, social workers, and others, and emphasizes that collaboration is a means and not an end in addressing issues related to school improvement and improved student learning.

Big Idea - Professional development relies on communication technologies to broaden the scope of collaboration.

- ○ LO 3c - Professional development relies on communication technologies to broaden the scope of collaboration.

Big Idea - Individuals who plan professional development (1) identify the kinds of evidence about teaching and student learning that will be collected and used as indicators of the success of professional development, and (2) consistent with progress benchmarks and goals, determine how and when the data will be collected and reported.

- ○ LO 8b - Individuals who plan professional development (1) identify the kinds of evidence about teaching and student learning that will be collected and used as indicators of the success of professional development, and (2) consistent with progress benchmarks and goals, determine how and when the data will be collected and reported.

Big Idea - Professional development relies on information technologies to provide more extensive and diverse content, and it also relies on communication technologies to expand access and participation and to create virtual professional learning communities.

- ○ LO 9d - Professional development relies on information technologies to provide more extensive and diverse content, and it also relies on communication technologies to expand access and participation and to create virtual professional learning communities.

Key Concepts

Teachers should understand:

- There are many resources that they can use to aid in teaching their students.
- Their own strengths, weaknesses, prior knowledge, and learning desires.
- The general goals of the course.
- The relationship between big ideas, concepts, skills, essential knowledge, and learning objectives.
- The importance of community and how to take steps toward forming/strengthening one.

Teacher Resources

Student computer usage for this lesson is: **required**

Introduction folder (https://drive.google.com/drive/u/0/folders/0B5vAY-fhOT-iX0I2YzRpNkw1dFE)

The instructor should provide:

- Journals for participants to write their reflections in.
- Links to workshop materials, college board,

For this lesson, the instructor should create accounts at piazza, todaysmeet and pollev ahead of time

> ## Lesson Plan

> TOTAL: 45 min

Introduction (10 min)

This section uses the Introduction to CSP Workshop (https://docs.google.com/presentation/d/1XwITTt1zq6sVKZLrUSpbN_Ajj5moPO1iKTV0N35k6pQ/edit#slide=id.p4) ppt slides 1-5

- Introduction of coordinators, master teachers, and lead teachers
- Overview of CS Principles
- Review any material from past meetings or events

Icebreaker and Shared Knowledge Activities (20 min)

This section uses the Introduction to CSP Workshop (https://docs.google.com/presentation/d/1XwITTt1zq6sVKZLrUSpbN_Ajj5moPO1iKTV0N35k6pQ/edit#slide=id.p4) ppt slides 6-10

The Table Introductions worksheet (https://docs.google.com/document/d/1MsGRtH641GBPnUwIplt01VS5k1fem8Z41w3IkTvXetw/edit) can be used for this section

1. Journal: what's exciting about this course, what do you hope to learn at this workshop? (2 min)
2. Table Talk (6 min) - Each person shares a fun fact about themselves. Teachers should be encouraged to discuss experiences with lesson implementation.
   - Note: Attendance can be taken during this time.
3. Large group (10 min) - Each table shares one fun, unique fact about each person at the table and provides a summary of how the test lessons went in the classrooms. (This can be substituted for any other activities that teachers are encouraged to try prior to the workshop.)
4. Polling (7 min)
   - Teachers share strengths in a poll.
   - Teachers share favorite icebreaker activities on Piazza

Overview of schedule, resources, norms with activities (20 min)

This section uses the Introduction to CSP Workshop (https://docs.google.com/presentation/d/1XwITTt1zq6sVKZLrUSpbN_Ajj5moPO1iKTV0N35k6pQ/edit#slide=id.p4) ppt slides 11+

KWL Activity (8 min)

1. Show a quick overview of the resources and workshop schedule (3 min)
2. Table Talk (5 min) - write down as a group what is already known, write down on individual post its what you would like to learn.

Resources and Logistics (4 min)

- Logistics: Don't share copyrighted content!

Community (8 min)

1. Discuss: who is part of a PLC? What makes it effective/ineffective?
2. Share CS Matters strategies for building community
3. Piazza introduction and sign up

Evidence of Learning

Formative Assessment

Teachers will be able to ask questions during this lesson; however, it should be noted that, in the past, the teachers have been anxious about the performance tasks and that has the potential to derail this lesson.

Summative Assessment

Teachers will reflect upon what they know, what they want to know, and what they have learned.

(http://www.umbc.edu/)   (http://www.umd.edu/)   (http://www.nsf.gov/)

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