**Professional Development Agenda**

**Day 2:**

9:00-9:15: opening greeting, review of Day 1 discussion and review/discuss reading homework assignment from Day 1.

presentation: PowerPoint presentation opened to topic list for homework from Day 1

materials: research assignment from Day 1 (slide #29)

* *Have attendees discuss their research assignments from Day 1 in small groups. Each group of 4 attendees should include one person that researched each of the provided topics (foldables, effective questioning, effective problem-solving skills, coding). Attendees should explain what they found to their group, giving them a short description and summary of their research findings.*

9:15-10:30: **Intro to Universal Design for Learning**

presentation: Powerpoint on SmartBoard

materials: UDL checklist for each person, link to Weebly website; participants should access the websites on their computers to follow along with the presentation and view the videos; 40 UDL toolkit folders (printed copies of individual rubrics/planning sheets in each folder)

* Universal Design for Learning-- Introduction

*This framework was designed to assist teachers in creating lessons that build in supports and challenges for all learners. In planning with UDL, educators attempt to break down barriers that would stand in the way of any students not succeeding in the classroom. Learning how to use UDL will take some time, but we feel sure that this morning's presentation will give you a better understanding of UDL, and allow our participants practice in using the framework in your own lessons.*

* Where does the term originate? Universal Design video (5:40),<https://www.youtube.com/watch?feature=player_embedded&v=F8CaQ1417JI>

*We will show this video to give participants a background understanding of where the framework’s name came from. This video will allow teachers to make a connection to an outside topic, that of construction and design of housing.*

*This video clip: (https://www.youtube.com/watch?feature=player\_embedded&v=F8CaQ1417JI, 5:40) offers viewers a quick insight into how buildings were designed with all users in mind, leading educators to understand where Universal Design for Learning originated.*

* WHY should you use UDL to lesson plan? NO more One-Size-Fits-All...

*Our students are not all "average". In presenting a "one size fits all" lesson, we are effectively eliminating the opportunity for the majority of our students to be successful, whether they be learning disabled, or gifted, or somewhere in the "middle". We are sure that you are already using differentiation in your classroom to meet the needs of your diverse learners, but we'd like to share a new idea with you... a way to plan ahead for those diverse learning needs in a way that will really benefit ALL students!*

* Diverse students image- brainstorming activity

*Chat with your neighbor about how different each student is, and how each learner is using a different modality to learn. - Focus on connecting image to own teaching experiences-- how do students differ in the ways they learn in the classroom?*

* show UDL at a glance video (6:22)<https://www.youtube.com/watch?feature=player_embedded&v=bDvKnY0g6e4>

*This video provides a simple, easy-to-understand view of the UDL. Continue with discussion.*

* Discussion of UDL principles, guidelines & checkpoints, via images and interactive guildelines template. -- Have attendees retrieve their “Educator Worksheet” document from their “UDL tool kit”. The same document template is located on the Weebly website, under the “PD Day 2” tab. Encourage attendees to take notes as needed, as we discuss the principles, guidelines, and checkpoints.

*Discussing each UDL principle, guideline, and checkpoint will give attendees an opportunity to dig deeper into the UDL framework. Discussing the elements as a group will allow teachers to ask questions and really unpack the information-rich document.*

* show UDL guidelines video (4:38)<https://www.youtube.com/watch?feature=player_embedded&v=rfsx3DGpv5o>

*This video will, in essence, review the points we discussed as a group. It will explain the UDL principles, guidelines, and checkpoints, and will discuss their meanings and signficance within the UDL framework.*

* UDL checklist for lesson planning-- discuss as a group the significance of using lesson planning template to identify appropriate UDL elements to add to a lesson. Use UDL lesson planning checklist document-- found in “UDL tool kit” folder, as well as on Weebly website, under tab “PD Day 2”.

*This document can be used to help plan any lesson plan, regardless of subject matter or grade level. Each UDL principle is listed in a different color. Each principle's guidelines are presented as a title, and beneath each guideline is listed the 3-5 checkpoints, given as hyperlinks that send the user to a google site that offers options for implementing the specific checkpoint.*

* discuss and explain the example UDL lesson plan (Sarah B.’s math lesson plan), include discussion about how to use the checklist while planning to ensure UDL guidelines are imbedded in the lesson.-- math lesson plan found in “UDL tool kit” folder, as well as on Weebly website, under tab “PD Day 2”.

*Reviewing a completed math lesson plan that was created using the UDL guidelines should allow our 4th-6th grade math teacher participants to “see” how the UDL elements can be seamlessly added to a typical math lesson plan. We will discuss goal-setting and how lesson planning with UDL should work in a spiral motion (as seen in the image on slide 60).*

10:30-11:00 : **UDL group activity**

materials: chart paper and markers for each group of 3-4 participants, handouts including one guideline per group with listed checkpoints

* break into 9 groups
* teachers discuss and analyze their assigned topic, brainstorm specific classroom activities or strategies that they can plan for to address their topic within a math lesson (can tailor to their grade level)--- write ideas on chart paper-- 15-20 minutes to brainstorm
* come together and groups share their ideas-- other groups can fill in their UDL educator checklists with specific ideas from other groups that they can take back to their classrooms.

*We chose to include this activity so that our participants could have some time to really dig into the checkpoints and identify usable activities and teaching strategies that they could implement in their classrooms. Working in small groups will allow the participants to have an opportunity to speak openly about their findings and focus on one checkpoint per group. Once groups finish researching possible activities/strategies for their checkpoint, they will share with the whole group. Participants will be encouraged to jot down any helpful ideas/activities/strategies they hear on their UDL“Educator Worksheet” documents. We also want our participants to consider the fact that they are working at different grade levels, and we’ll have our participants share their opinions about appropriate UDL ideas/activities/strategies for specific math topic and grade levels.*

11:00-12:00 **Accommodations & Modifications**

presentation: PowerPoint

materials: Accommodations & Modifications LIST of items

* Opening discussion- activate prior experiences/knowledge about accommodations and modifications within a general education setting--*It is important to activate our attendee’s prior knowledge about accommodations and modifications. We’d like for our participants to share their experiences thus far, in order for us to gage how much/deep we need to delve into each topic. It is likely that all of our participants have used accommodations and/or modifications in their math classrooms. We hope that our participants will feel comfortable sharing their experiences with the full group. We want our participants to learn from each other, as well as from our presentation.*
* Intro to accommodations-- read quote aloud, discuss meaning. Discuss “leveling the playing field” concept, and ask teachers to weigh in with their thoughts on this concept.

*Presenting on accommodations and modification after the morning’s UDL segment was a purposeful decision; now that teachers have learned about planning UDL elements into their lessons, they can dig deeper into how and why accommodations and modifications are meaningful additions to a student’s learning experience.*

* Accommodation video: (video:<http://www.youtube.com/watch?v=tI6Cgx2GklY>) 1:40
* Group activity-- small groups

*We will break the types of accommodations into 5 groups: pacing, environment, instruction, assignments, and assessment. Each subgroup of accommodations contains many, many options for meeting your learners' needs. We will now break into smaller groups to identify and discuss possible methods of accommodating your students' learning.*. *This activity will allow our participants to think about one specific aspect of providing classroom accommodations. Small groups will present to their colleagues, and their colleagues will be encouraged to jot down any accommodations that they that hear will be beneficial within their setting. The presenters will pose questions to assist in discussion flow.*

* Modifications-- introduction and discussion

*Teachers need to understand that not all students may be provided with classroom modifications, as they significantly alter the target skill. Group discussion will provide presenters with insight about misconceptions, and the presenters will clarify if needed.*

* Accommodation or Modification? paired activity

*Give each pair of teachers approximately 10 minutes to discuss the list of accommodations and modifications. Teachers must label each item with "A" for accommodation, or "M" for modification. Teachers will discuss how the item impacts the student, and what the teacher must do to provide the accommodation or modification. This activity is used as an assessment tool for attendees-- pairs will be called on to discuss their answers for various items from the list, and will have to justify their reasoning.*

* Wrap up and answer questions!
* Dismiss to Lunch.

12:00-1:00- **Lunch**

1:00-2:00- **Introduction to Co-teaching**

Presentation: Powerpoint/Videos on Smartboard

Materials: Have attendees access the Weebly site/powerpoint on their ipads to follow along during the presentation.

* Co-teaching objectives:

*This afternoon we are going to discuss co-teaching and how to implement this method within your classroom when reaching the needs of all learners. The following objects today will be: 1) Attendees will be able to define co-teaching and describe the three characteristics which make up co-teaching. 2) Attendees will understand the six different co-teaching models and when to best implement each model in their classroom. 3) Attendees will construct a co-teaching math lesson plan and demonstrate their understanding of the pros and cons of the co-teaching process.*

* Characteristics of co-teaching:  
   *Co-teaching is when two (or more) certified teachers deliver instruction to a diverse group of students within the general education setting. In order to have a successful co-teaching experience, the two teachers must be able to co-plan, co-instruct, and co-assess with one another. We will discuss the importance of these characteristics more in depth during our session.*
* Successful co-teaching: Keys to Team Development Video (35 minutes):  
   *When done correctly, co-teaching can be extremely beneficial for all students with and without disabilities. Watch video example of inclusion and how to develop successful team development. Part 1 (6:20) \*Group discussion The demands put on special education teachers today often make it hard to implement inclusion practices in particular schools. We are going to dive into this topic more in depth later. The video mentioned the "demands on compliance, other classrooms, IEP meetings" can make co-teaching difficult. Has anyone in the audience ever experienced these demands? If so, how did you deal with these challenges?*

Part 2 (10:12) \*Group discussion *Near the end of the video , one student mentioned how there is "one lead teacher and the only teacher stands in the background but in this class it seems both teachers put forth the same amount of effort" Do you agree? Disagree? Why? What are the benefits of two teachers being viewed as putting forth the same effort by the students? Part 3 (9:27) Discuss Bruce Tuckman’s four stages of development and why each part is important in the co-teaching process.*

* Discuss 6 co-teaching models and how each model can be used in the classroom:

*One Teach One Observe One Teach One Assist, Station Teaching -think/pair/share on the benefits to station teaching when helping struggling learners, Parallel Teaching, Alternative Teaching, Team Teaching (20 min)*

2:00-2:45- **Co-teaching Tool Kit**Presentation: Individual worksheets on Smartboard

Materials: 40 co-teaching tool kit folders/pens (printed copies of individual rubrics/ planning sheets/ graphs in each folder),

* Review components of co-teaching tool kit

*Pass out 'co-teaching tool kit' folders to each participant then access the weebly website to pull up individual co-teaching forms on the projector. Review each form with the audience explaining the purpose and when it is appropriate to use each form. Review two diagrams of co-teaching methods with the attendees (in powerpoint) and discuss how team teaching takes the most preparation. There are copies of each form which you can access by going to our weebly website, pulling up day two, and scrolling down to the 'co-teaching tool kit.’*

Discuss co-teaching tool bucket and provide examples of materials to keep in the bucket while pushing into classes throughout the day.

* Mini Activity in pairs  
  Have attendees pair off into groups of 2 and pretend they are going to co-teach a math lesson (project math lesson and objectives on smartboard)

*We are now going to branch off into groups of two and fill out the "Murawski Co Lesson Plan Form" Projected on the smartboard, is a fourth grade math lesson. You can also pull up the objectives on your ipads. Please take the next 15 minutes to fill out the lesson plan form with your partner (co-teacher).*

* Toolkit Group discussion/reflection-

*We hope you all had an easy time filling out to co-teaching lesson plan template and saw how beneficial it would be to use this form when co-planning. What were the benefits you found to co-planning this lesson together? What challenges did you face when trying to co-plan this lesson together? Which co-teaching methods did you and your partner use and why?*

2:45-3:00- **Pros/Cons to co-teaching**

Presentation: Powerpoint on Smartboard  
 Materials: Have attendees access the weebly site/powerpoint on their ipads to follow along during the presentation.

* Benefits to co-teaching:

*Co-teaching has been found to be extremely beneficial to struggling students including: learning disabilities, attention concerns, english second language learners, and hearing impairments. A benefit to co-teaching falls under the term "two heads are better than one." When there are two teachers collaborate together they are able to come up with twice as many ideas/strategies to implement to assist struggling learners. Co-teaching allows teachers to follow RTI-Response to Intervention and respond quickly when implementing interventions. For example, if there is a group of struggling students who are not understanding long digit division, the co-teachers can follow the teach one/one assist model. The assisting teacher can then remediate the struggling learners as the other teacher continues with whole group instruction. With two teachers in the classroom, the teacher-to student ratio increases which allows the students to receive additional support. According to IDEA, students should be in their least restrictive environment. For many students with learning disabilities, their LRE is in the general education setting. When a school follows an inclusion model, the special education teacher is co-teach with the general education teacher. This allows the students with learning disabilities to be with their peers while still receiving additional support when needed. Co-teaching study in Mathematics- \*read quote\* This quote is from a case study which measured the Effects of Co-Teaching in the Math 8 Classroom. According to the study, 16 out of the 23 students improved their grades throughout the quarter. After the co-teaching unit, the teachers had the students take a survey where they found" 60% of the students felt like co-teaching helped them to improve and 78% of the students*

*responded that they prefer to have two teachers in the classroom" (Davila).*

* Negatives when co-teaching

*As mentioned in the videos we watched, if two co-teachers have different classroom management/routines in an inclusion setting it can become difficult agreeing on a classroom management style. It can also be extremely difficult for teachers to coordinate schedules to co-plan and co-assess together. For example, special education teachers often have to co-teach with several teachers and grade levels throughout the school day allowing minimal planning time. When this happens, it can become very difficult to to coordinate schedules and follow all three characteristics of co-teaching. In teaching it is imperative for you to be able to communicate effectively with all communication styles. However, co-teaching can also be negative if two co-teachers have a personality clash and are unable to communicate effectively with one another.*

* Discuss what co-teaching is NOT-- read slide and stress importance of sharing responsibilities/ how teaching is not one teacher/one aide,

3:00-3:30- **Introduction to Cooperative Learning**

Presentation: Powerpoint on Smartboard

Materials: large chart paper, markers, 5 folders (each folder contains 8 copies of a different article on cooperative learning).

* Cooperative Learning Objectives-- read cooperative learning objectives to audience & give definition
* Cooperative Learning Tips Video (3 minutes)
* Group Investigation Activity- each group will be assigned an article on cooperative learning math strategies. The groups will have to summarize the article, answer two questions (projected on the overheard), and then present the article aloud to the class

*The Group investigation is one of the cooperative learning strategies which you can implement into a classroom. It is a learning strategy where all the students study a topic more in depth and teach each other what they have learned. To lead into cooperative learning, you all are going to present strategies of cooperative learning to each other, which essentially in itself is a cooperative learning strategy! Everyone will need to split into groups of 8 and assign a group leader. The group leader will need to report to me and collect the following: a bucket of markers, 1 folder, and a large sheet of chart paper. In each folder there will be 8 copies of the article your group will be assigned. Typically, you would want to do this activity in your classroom with a max of 5/6 students. However, so we do not run out of time, we are going to do groups of 8 and summarize only 5 articles. You will have 20 minutes to read your assigned article and answer the following questions projected on the next slide.* After the groups read their articles and answer the questions, the participants will share their answers aloud with the group.

3:30-3:50- **Cooperative Learning:**

Presentation: Powerpoint on Smartboard  
 Materials: Have attendees access the Weebly site/powerpoint on their ipads to follow along during the presentation.

* How to implement effective cooperative learners --discuss different strategies to implement and review terms which were already defined from group investigation activity- refer to chart paper.
* Benefits of Cooperative Learning groups

Cooperative learning builds interdependence-- discuss how cooperative learning

creates peers to rely on one another when learning and explain diagram. Discuss other ways which students benefit from cooperative learning groups: opportunity to practice math skills and concepts in small groups, builds reason and problem solving skills, builds students' mathematical language and vocabulary, allows students to make connections, builds self esteem

* Ways to evaluate cooperative learning groups

*There is a variety of ways to evaluate cooperative learning groups. I am certain most of you use these assessments in your classroom without even realizing it! The first one is an 'exit ticket'. This is when the students have to write down an answer to a question or a topic they have learned before exiting the classroom. This is a great way for teachers to assess students' learning. Teachers can also grade students based on individual academic/behavior needs. For example, if one student has trouble working with peers his goal during the cooperative learning activity could be saying three respectful comments to his peers throughout the activity. The last way to evaluate cooperative learning is to have a class checklists/take anecdotal notes during the activity.*

3:50-4:00- Closing/Feedback Survey

Materials: Have attendees access the weebly site/day 2 from their ipads to fill out the electronic survey.

* Review homework assignment with attendees
* Have attendees fill out exit survey before leaving