

Introduction

PREMISE

Robin Fogarty and Brian Pete have conducted professional development with schools, districts, state agencies, and departments and ministries of education around the world. During that time, they have acquired a vast compendium of highly interactive and engaging strategies that get adult learners intensely involved in professional learning sessions. *From Staff Room to Classroom II: The One-Minute Professional Development Planner* presents these interactive strategies for others in the field to use in their work with adult learners.

PURPOSE

The glory of these gathered strategies is that they work just as well in the classroom setting as they do in the staff room setting. As educational participants experience these compelling strategies in the workshop setting, they are encouraged to embrace them and, eventually, to adapt them for use in the classroom. In essence, the staff developers, administrators, PLC teacher-leaders, and presenters of PD (professional development) model the very “lookfors” they want to see in the active, engaged, student-centered classrooms of today’s quality schools.

CHAPTERS

The first four chapters are focused differently and present a total of 144 strategies, 36 in each chapter. They target four different intended audiences, all of whom are involved in staff development: staff developers; principals and assistant principals; Professional Learning Community leaders; and group facilitators. Chapter 5 presents sample applications for classroom teachers.

There are five chapters—including an introduction, the four main chapters, and a closing chapter. They are titled to depict the focus of the presentation or facilitation.

INTRODUCTION

Presenting professional development (PD) sessions is what staff developers do all day every day. They must plan, design, and execute their PD activities with skill and grace. They design all-day sessions, half-day sessions, one-hour sessions, and even 10- to 15-minute review sessions.

From Staff Room to Classroom II: The One-Minute Professional Development Planner is the perfect designer tool to create a quick plan for any of these professional development sessions.

DIRECTIONS

Roll a set of dice three times to select an activity for the three elements based on the numbers rolled. Be courageous and go with the actual numbers. Don't cheat. It will make your professional development lively, original, and effective.

1. *Capture* the participants' attention with openers.
2. *Captivate* them with the "meat of the matter."
3. *Close* with keepers.

CATEGORICAL LISTING OF ALL MORPH TOOLS

Check Appendix A for an index of strategies by type of tool (e.g., collaborative tool or management tool).

CREATIVE OPTIONS

Remember, the strategies are interchangeable and often work as any of the three elements, depending on the context and how they are used. An opener may be used as a closer or even as part of the meat of the session. Be creative and use the grid of strategies with your own creative flair.

MORPH GRID I: PRESENTATION AND FACILITATION**Capture Strategy 3. Quote****Explanation (What it is!)**

Use a memorable quotation to inspire and engage. An opening quote is a great way to start a presentation with a provocative thought. The quote often provides a philosophical backdrop for the content focus. It encapsulates what you are going to say, in elegant and poetic language. The quote is the message in a nutshell, and it carries with it the wisdom and respect of the author. By using a quote to make a telling point early in your presentation, you have set the stage for substance and truth. In addition, the use of the quote can be even more powerful if you have designed a way for the audience to process or think about the quote in a deliberate way.

Application (When to use it!)

The most appropriate time to use a quote is when you want to catch the attention of the group or when you want to put a punctuation point on the discussion. Quotes tend to stop us in our tracks. They make us take note—they make us stop, look, and listen, if you will. It can set the stage for what's to come, which is how we are using it in this context: to capture attention up front. Yet the right quote, sprinkled within the text of a talk, may be the pause you are looking for. Also, when the perfect quote is used at the end of a talk, it can put the topping on the sundae. Quotations are the secret spice that one adds to the main dish. They provide a delicate, yet distinctive flavor to the presentation.

Elaboration (How to use it!)***Professional Learning Initiative***

"It is impossible for a man to learn what he thinks he already knows."

—Epictetus

Consider this quote, and then with a partner, answer these two questions:

1. How is this relevant to staff development?
2. What do you think you already know?

The Role of the Academic Coach

"Come to the edge," he said.

They said, "We are afraid."

"Come to the edge," he said.

They came.

He pushed them . . . and they flew.

—Apollinaire

MORPH GRID I: PRESENTATION AND FACILITATION

Captivate Strategy 5. Human Graph

Explanation (What it is!)

This is a whole-class cooperative learning structure in which participants move to a corner of the room, take a stand on an issue, and stand on the imaginary axis line in order to create a "human bar graph." As participants take a stand on an issue along a continuum, they are expected to have an opinion or justification to support their stance. By sampling the various lines in the bar graph or the various corners in the scatter graph, points of view are revealed and exposed. As others give their views, people are able to move to another spot if they find themselves inspired by the comments they have heard. It is a dynamic graphing activity that elicits opposing ideas and, in the long run, lots of verbal volleys. The energy in the room is high during a human graph activity sharing.

Application (When to use it!)

The *Human Graph* can be used as a pre- or postlearning strategy, to stir up prior knowledge, or to check for understanding. It is also a highly effective strategy to use in the middle of the session to garner ownership from the participants on a critical issue. Participants often get very involved in this graphing activity, moving from spot to spot as various ideas come to the surface. Thus, it serves as a tool for interactivity, yet it offers a wonderful "breather," a pacing component in which participants get up and move in the midst of intensive input from the presenter.

Elaboration (How to use it!)

1. A simple example is this statement about quality teaching:

"Teacher evaluation should be based on student achievement."

Have the participants go to one side of the room if they agree and the other side if they disagree. Then, have them discuss with those next to them why they are there and explain their reasoning. Sample opinions from both sides of the room.

2. Another example, this time using five points on the graph, is this statement about the brain:

"About the brain I know..."

Next to nothing	Not much	Don't know what I know	A little bit	A lot
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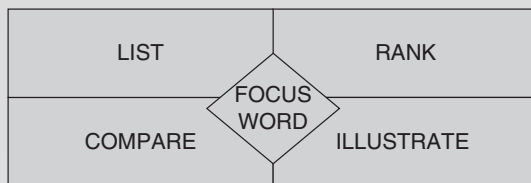
This becomes a prior knowledge piece, giving the presenter valuable information on where the group is in terms of their knowledge-level on a given topic.

MORPH GRID II: STAFF MEETINGS

Captivate Strategy 3. Four-Fold Concept Development

Explanation (What it is!)

The *Four-Fold Concept Development* is a differentiation tool that is used to understand a concept or idea. In teams, the poster paper is folded into four corner sections. Then, it is folded again by holding the folded edges and making a small triangle fold. When opened, this triangle fold will appear as a diamond shape for the focus word. Once opened, the teachers should label the sections according to the diagram below. From that, they should develop a focus word by moving from one section to the next in this order: list, rank, compare, illustrate.



1. To *list*, the teachers brainstorm synonyms or ideas for the focus word.
2. To *rank*, they look over the list and determine the top three words.
3. To *compare*, they use the following sentence: " _____ (focus word) is like _____ (concrete object), because both are 1 _____, 2 _____, 3 _____." (They give three comparisons.)
4. To *illustrate*, they draw a visual metaphor or picture of the object being compared.

Application (When to use it!)

Use the Four-Fold Concept Development template activity to unpack an idea or issue that is the focus of the staff meeting. This allows for plenty of teamwork and high-energy interactions that really get to the heart of the matter with the multimodal activities. Use this strategy in a staff meeting to get teams to examine the idea of new report cards, a discipline plan, parent conferences, integrated technology, new SMART Boards, or anything that is on the agenda for discussion and exploration. This is a no-fail strategy that principals can use to model engaged learning instructional strategies.

Elaboration (How to use it!)

Examples of focus words include many of the same words that are interwoven into building-level concerns that may be instructional (differentiation, assessment for learning, performance tasks), behavioral (referrals, character development, values), or related to the building (graffiti, teacher duties, parents). Whatever the topic, it is an easy way to get the teachers onboard and participating. In turn, they will take this back to their classroom and use it with their students.