

**Welcome  
Back**

One Minute

PD Planner

**Video:**

# **How Not to Give a Power Point**

**A Sample PD Session**

***The Teaching***

***Learning***

***Equation***

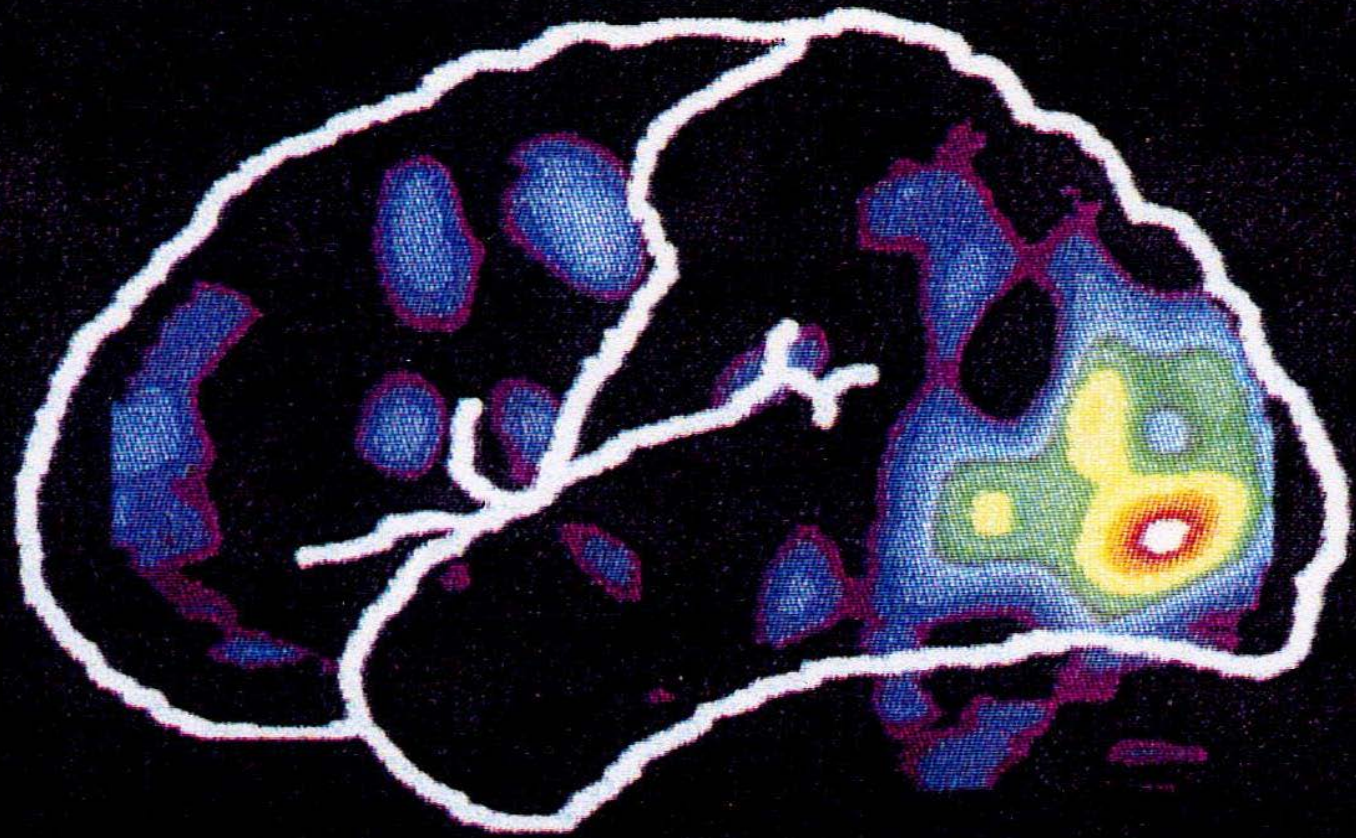
# **The Four Lobes of the Brain**

Occipital Lobes...Center of Vision

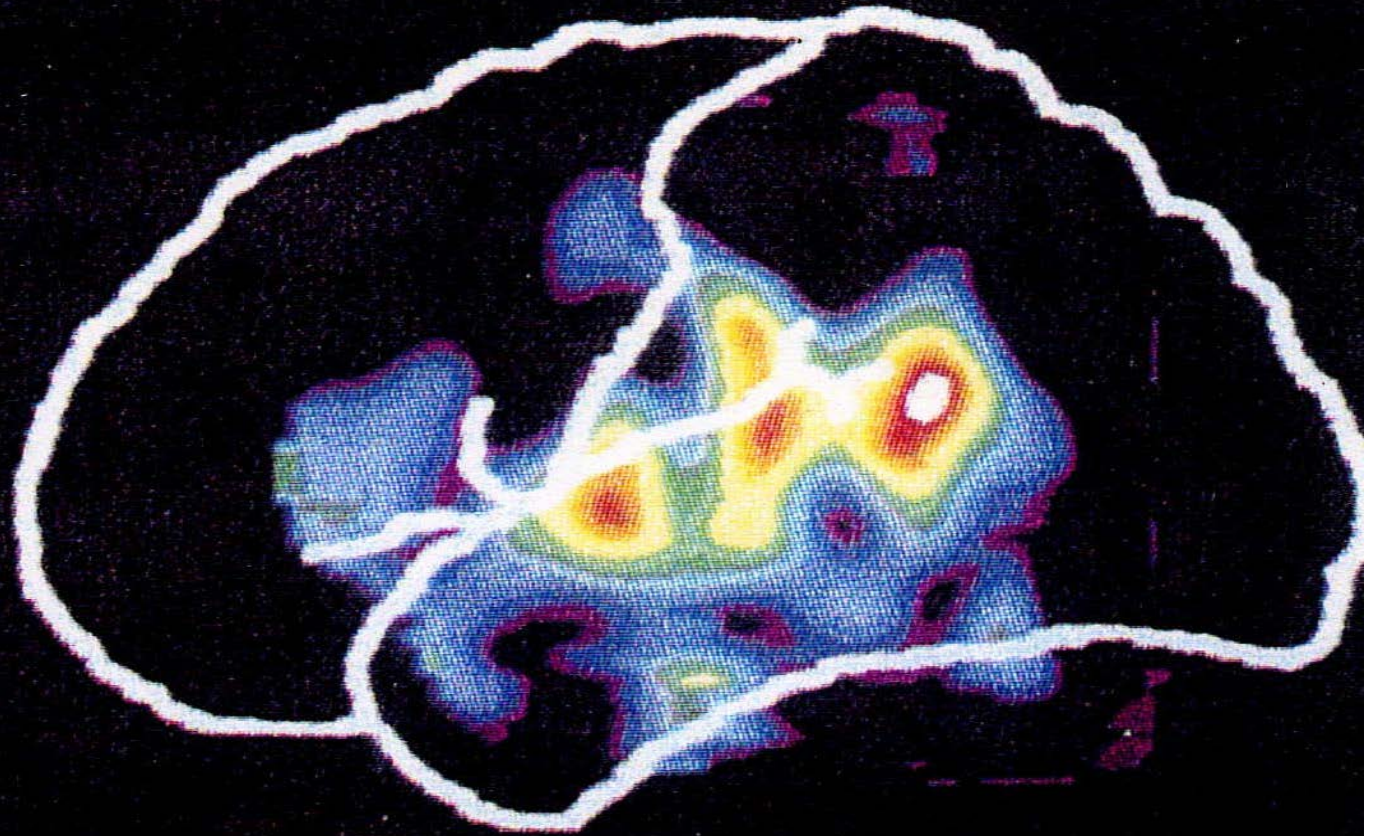
Parietal Lobes...Integration of the Senses

Frontal Lobes...Center of Thinking

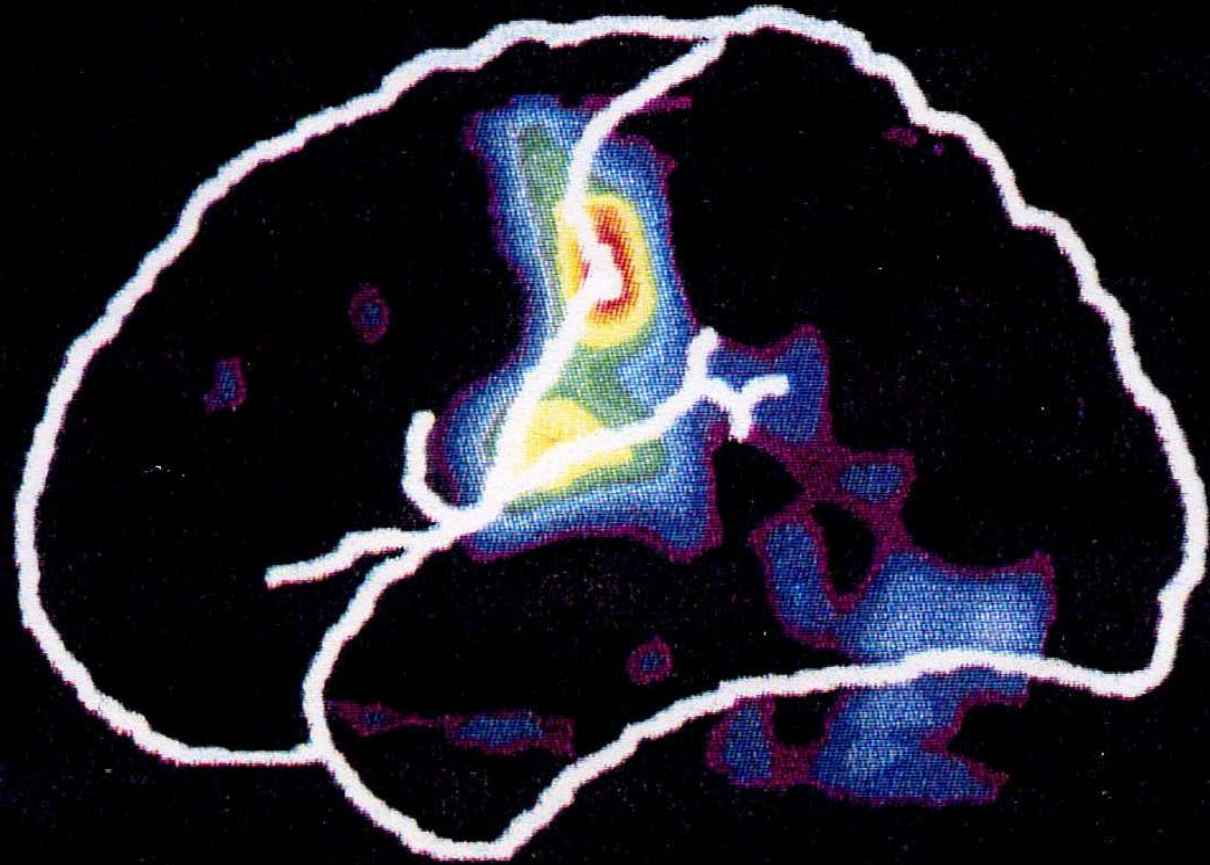
Temporal Lobes...Center of Hearing



**Passively Viewing Words**

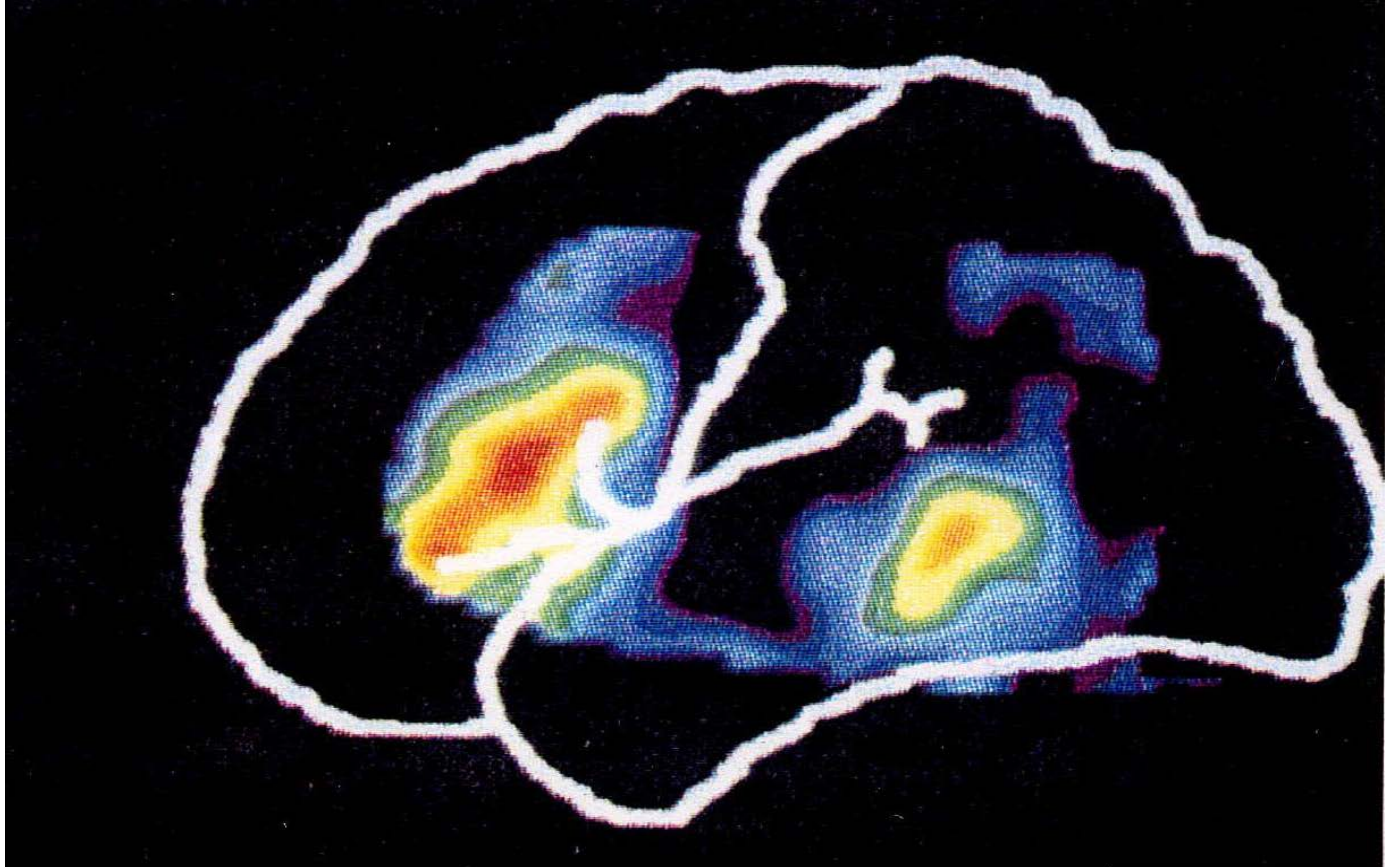


**Listening to Words**



**Speaking Words**





**Generating Verbs**

# **Teach Less! Learn More!**

The person doing the  
talking is  
the person doing the  
learning...

(Learner-centered  
classroom)

# Your assignment . . .

Think of a colleague who you could teach the 4 Lobes of the brain ...

Turn to your partner and tell them the name of that colleague...

Tell them when you will be able to teach, date?

# **Sage on the Stage**

## ***Presenting***

***Tell them what you're going to do.***

***Do it!***

***Tell them what you did!***

# Sage on the Stage

## *Presenting*

**Capture** the audience and get their focused attention for the session; *Tell them what you're going to do.*

**Captivate** the audience and keep them with you with expert information that enhances their understanding of the topic; *Do it.*

**Close** through comments that revisit and emphasize key learnings to take away; *Tell them what you did.*

**Topic:**

**Capture:**

# \_\_\_\_

**Captivate:**

# \_\_\_\_

**Close:**

# \_\_\_\_

# Morph Grid



# Presenting

## *Capture*

## *Captivate*

## *Close*

1	<b>Story</b>	<b>Power Point</b>	<b>Circle Back to the Beginning</b>
2	<b>Joke</b>	<b>Role Play</b>	<b>Key Points</b>
3	<b>Quote</b>	<b>Reader's Theater</b>	<b>Take Away Items</b>
4	<b>Cartoon</b>	<b>Tear Share</b>	<b>Reflective Lead-In or Stem</b>
5	<b>Image</b>	<b>Human Graph</b>	<b>Action Step</b>
6	<b>Film Clip</b>	<b>Three Musketeers</b>	<b>Letter of Commitment</b>
7	<b>Picture Book</b>	<b>TAG</b>	<b>3-2-1 Reflect</b>
8	<b>Music Songs</b>	<b>Magic Book</b>	<b>PMI Plus Minus Interesting</b>
9	<b>TV Character</b>	<b>Graphic Organizer</b>	<b>Analogy</b>
10	<b>Mystery</b>	<b>Inner/Outer Circle</b>	<b>Yellow Brick Road</b>
11	<b>Energizers</b>	<b>Rhetorical Questions</b>	<b>Dial 4-1-1 for Information</b>
12	<b>Surprise Quest</b>	<b>Woven Questions</b>	<b>Aha! Oh, no!</b>



# From Staff Room to Classroom

*The One-Minute  
Professional Development  
Planner*

*Robin J. Fogarty, PhD  
Brian M. Pete*

# — From — STAFF ROOM — to — CLASSROOM II

The  
One-Minute  
Professional  
Development  
Planner



BRIAN M. PETE ◆ ROBIN J. FOGARTY

**Topic:**

**Capture:**

**#** \_\_\_\_

**Captivate:**

**#** \_\_\_\_

**Close:**

**#** \_\_\_\_

**Topic:** Teaching / Learning Equation

**Capture:** A Joke

# \_\_\_

**Captivate:** Memory Pegs

# \_\_\_

**Close:** Coaching Plan

# \_\_\_

**Topic: The Adult Learner –  
Characteristics**

**Capture: Agree / Disagree**

**# \_\_\_**

**Captivate: Jig Saw  
Summary / Implications**

**# \_\_\_**

**Close: Reflective lead -in**

**# \_\_\_**

**Topic:           The Training Model**

**Capture:           Polleverywhere.com**

**# \_\_\_\_**

**Captivate:           Card Game**

**# \_\_\_\_**

**Close:           TTYPA . . .**

**# \_\_\_\_**

# Presenting

Use the designated components to:

- *Capture* . . . the audience's attention
- *Captivate* . . . them with information
- *Close* . . . with impact

**Topic:**

**Capture:**

**#** \_\_\_\_

**Captivate:**

**#** \_\_\_\_

**Close:**

**#** \_\_\_\_

# **THE ONE-MINUTE PROFESSIONAL DEVELOPMENT PLANNER**

*Brian M. Pete*



— *From* —  
**STAFF ROOM**  
— *to* —  
**CLASSROOM II**

**From Staff Room  
to  
Classroom II**

The  
One-Minute  
Professional  
Development  
Planner



**The One-Minute  
Professional  
Development  
Planner**

**BRIAN M. PETE ◆ ROBIN J. FOGARTY**

***Take Away  
Window***

***Props  
Templates  
Brain Science  
Grid of Ideas  
Risk-Taking  
Multi-modalities  
Google Resources  
Choice***



# Presenting

## *Trouble Shooting with Problem Scenarios*

Read, revisit, resolve...

Three alternative solutions...

# Presenting

**Alternatives to Problem Based Scenarios**

**Using the Tiny Transfer Book...write 3 alternatives**

#1 Time Trouble

#2 Difficult Participant

#3 Lost the Group

#4 Equipment Failure

#5 Too Much Texting

#6 Pacing Problems

# ***#1 Time- Time and Trouble***

You are scheduled for a 2 1/2 hour presentation/workshop from 9:00-11:30AM on Differentiated Learning. You are well-prepared and ready to go, with lots of small group work and a full agenda of strategies. The Superintendent goes well over his time with his opening remarks and does not finish until 9:30AM. Even though you have been introduced and are beginning, people are now leaving for the restrooms. What will you do?

## ***#2 -Most Difficult Participant***

You are being badgered at every turn by a participant who feigns alignment to your position. Yet, he is really a “blocker”, interrupting the flow of the presentation and continually making a point, raising an objection, and presenting alternative perspectives. While the ideas presented have some validity, you begin to realize that at this pace, you will not meet your goals for the planned PD. What do you do?

## ***#3 Content Impact - I've Lost the Group***

You know from the muffled tones, the restlessness and the glazed-over look in their eyes, that you have lost the group. They are not

with you in any way, shape or form. In fact, they are noticeable unsettled and they are looking around at each other as if to say, “Should we just get up and leave?” What will you do?



## ***#4 Equipment Failure-Now, What?***

You have a stunning Power Point presentation, with visuals, animation and sound effects. You are ready to WOW them! However, the projector provided is not compatible with your computer. You have tried everything and the time is short. There seems to be no alternative than to abandon the Power Point and move forward.

## ***#5 Client – Too Much Texting***

You are aware that, even though you have asked participants to “turn off their cell phones”, many of the younger staff, the Millennials, continue to do constant texting throughout the session. While they are discrete about the texting, it is obvious to others. What will you do?

## **#6 *Pacing Problems***

You are doing a presentation of fairly new material and you do not have the depth of knowledge to elaborate and go deeper into the information. You are alarmed when you notice that you have completed most of your presentation activities and you still have an hour to go. What will you do?

# Presenting

***#7 Write Your Own Problem Scenario***

# Presenting

**Alternatives to Problem Based Scenarios**

**Using the Tiny Transfer Book...write 3 alternatives**

#1 Time Trouble

#2 Difficult Participant

#3 Lost the Group

#4 Equipment Failure

#5 Too Much Texting

#6 Pacing Problems

#7 Your Choice