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

The One-Minute Professional Development Planner

Robin J. Fogarty, PhD
Brian M. Pete
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Teaching / Learning Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capture:</td>
<td>A Joke</td>
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<td># __</td>
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<tr>
<td>Captivate:</td>
<td>Memory Pegs</td>
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<td># __</td>
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<tr>
<td>Close:</td>
<td>Coaching Plan</td>
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<td>Topic:</td>
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<td>The Adult Learner –</td>
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<td>Characteristics</td>
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<table>
<thead>
<tr>
<th>Capture:</th>
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<tbody>
<tr>
<td>Agree / Disagree</td>
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<th>Captivate:</th>
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<td>Jig Saw</td>
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<td>Summary / Implications</td>
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<th>Close:</th>
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<td>Reflective lead -in</td>
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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
THE ONE-MINUTE PROFESSIONAL DEVELOPMENT PLANNER

Brian M. Pete
From Staff Room to Classroom II

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
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