

Common Core UnConference Extension Program for PDPs

MTA's Training and Professional Learning division is providing an opportunity to earn PDPs for your participation in today's UnConference on Common Core and PARCC. Massachusetts regulations and DESE guidelines specify that simple participation in a conference cannot result in PDPs. However educators may use the conference attendance as a platform from which to demonstrate learning by developing a school-based activity or curriculum, or by publishing products that demonstrate that the conference had an effect on their practice or resulted in a new product.

How it works

We will be using the NEA GPS Network (gpsnetwork.org) and Better Lesson (betterlesson.com) to provide an online platform where MTA members can share their reflections and develop and post lesson plans growing out of their UnConference experience. Each participant will also serve as a peer reviewer to offer feedback on the lesson plans.

Step 1: By December 6, log into GPSNetwork.org and join the MTA UnConferences Group:

<http://bit.ly/unconmtagroup>. Post a reflection of your experiences after reviewing what others had to say about the day.

Step 2: Choose an idea, tool or teaching strategy that you learned about at the UnConference. Post your plan for using this in your classroom before 21 December 2013. (Choose carefully; you will use this idea, tool or strategy in Step 3, below, and it should be something you can put into practice before our 14 February 2014 deadline.) A thoughtful participation in this step should take no less than 2 hours. After you have posted your plan, watch your email. You will be assigned to peer review two or three other plans as part of this step.

LESSON PLAN¹

Larger Unit (of which this lesson is a part):

LESSON TOPIC:

ESSENTIAL QUESTION(S):

- A. What **LEARNING OBJECTIVES/ MAIN IDEAS** do students need to know (maximum of 3)?
- B. What **COMMON CORE** skills will be introduced or reinforced during this lesson?
- C. What **MATERIALS** (e.g., ACTIVITY SHEET, MAP, SONG) will I present to students?
- D. What activity, if any, will I use to **ACTIVATE** students' learning, open the lesson, and establish a context (DO NOW)?
- E. What additional **INDIVIDUAL/TEAM/FULL CLASS ACTIVITIES** will I use to help students discover what they need to learn (suggest three)? If these are group activities, how will student groups be organized?
- F. What **H.O.T. (Higher Order Thinking)** questions will I ask to engage students in analysis and discussion?
- G. How will I **ASSESS** student mastery of the skills, content, and concepts taught in this lesson?
- H. How will I bring the lesson to **CLOSURE (SUMMARY QUESTION)**?

¹ Format adapted from one developed by Hofstra University New Teachers Network and borrowed, with permission, from Alan Singer

I. How might I differentiate for SPED, ELL, G&T populations?

CLASSROOM APPLICATION / FOLLOW-UP:

ENRICHMENT ACTIVITIES:

HOMEWORK:

Step 3: Once you have submitted your lesson plan, you will be assigned two peers' plans to review between 1- 10 January 2014, offering feedback or asking questions that will promote their success in implementing the plan.

Step 4: Implement your lesson plan before 14 February 2014.

Step 5: After you have implemented your plan (before 14 February 2014), share your experience with the group by 15 March 2015. (If, after reflection, you decided not to use your first idea, include a few sentences about your altered plan.) This activity should take no fewer than 3 hours. Your post might include:

- What did you try?
- How did it work? What did you learn?
- What went well?
- What would you change if you used it again?

For this activity we would suggest that you post documents, artifacts or other resources that would help the group understand what you did and what you learned.