

ECS Professional Development Agenda  
[Date and Location]

[Note that this is a generalized agenda based on 5 days, 32 participants. Overall structure remains the same for other times and sizes—only the number of lessons changes]

	<i>Start</i>	<i>Time</i>	<i>Activity</i>	<i>Notes/</i>
<b>Monday</b>	9:00	15 min	Welcome/Introductions/Logistics/Agenda	
	9:15	15 min	Journal Activity #1 and debrief	“What do you know about computers that you can teach to your students? What are your methods of teaching?” <b>Describe process that will be used for collecting the journals/</b>
	9:30	60 min	Data Analysis - “Picture Activity” - Unit 1	45 minutes for the activity plus 15 minutes to connect to the curriculum. Use this for introducing the 3 pillars of content, inquiry, and equity/
	10:30	15 min	Break	
	10:45	60 min	Model Teacher Lesson Activity—Unit 1 What are computers?	2 members of leadership team teach, two members observe
	11:45	15 min	Teacher Lessons Activity Introduction & Grouping	8 groups of 3-4 teachers –Explanation of teacher/learner/observer model that will be used for all of the lesson activities and debriefs.
	12:00	75 min	Lunch and Getting Acquainted	
	1:15	75 min	Teacher Lesson Work Time	Team facilitates by ensuring groups understand the assignment (asking questions, rather than telling) and note any issues that we may want to highlight related to group dynamics
	2:30	15 min	Journal Activity #2 and debrief	“What do you anticipate to be your biggest challenge in teaching ECS this year?”/
	2:45	15 min	Introduce Personal Data Journal for Data Collection for project.	Explain the assignment to be discussed on Wednesday./

			Stuck in the Shallow End book for each teacher	Assign Intro and Chapter 1 of Stuck in the Shallow End for Tuesday. /
	3:00	30 min	Wrap-up/Evaluations/Closing	
<b>Tuesday</b>	9:00	15 min	Welcome and Daily Overview	
	9:15	60 min	Teacher Lesson- Group 1: Unit 1 Web 2.0	
	10:15	15 min	Break	
	10:30	60 min	Teacher Lesson-Group 2: Unit 1 Following Directions (D31-32)	
	11:30	60 min	Stuck in the Shallow End 1	Discussion of examples of where metaphor plays out in district. Assign each group to read a chapter on one of the three schools for Wednesday.
	12:30	75 min	Lunch	
	1:45	60 min	Teacher Lesson-Group 3: Unit 2 Cornrow Curves	
	2:45	15 min	Journal Activity #3 and debrief	“What does it mean to teach for equity in the computer science classroom?”/
	3:00	30 min	Wrap-up and Closing	TBD
<b>Wednesday</b>	9:00	15 min	Welcome and Daily Overview	
	9:15	60 min	Big Data Activity	
	10:15	15 min	Break	
	10:30	60 min	Teacher Lesson-Group 4: Unit 2 Count in Binary	
	11:30	60 min	Stuck in the Shallow End 2	Groups who read the same chapter compare notes; Groups share; Quick write—what similarities to these schools do you see in your school? How might you address those? Groups create lists of systemic issues and belief system issues.
	12:30	75 min	Lunch	
	1:45	60 min	Teacher Lesson-Group 5: Unit 2 Tower Building	

	2:45	15 min	Journal activity #4	“How might assessment inform your teaching practice?” What are the most effective ways to check for student understanding?"/>
	3:00	30 min	Wrap-up and Closing	TBD
<b>Thursday</b>	9:00	15 min	Welcome and Daily Overview	
	9:15	60 min	Teacher Lesson-Group 6: Unit 2 Lists and Sorting	
	10:15	15 min	Break	
	10:30	60 min	Teacher Lesson-Group 7: Unit 2: Muddy City	
	11:30	60 min	Teacher Lesson-Group 8: Unit 3: Basic HTML	
	12:30	75 min	Lunch	
	1:45	60 min	Assessment	An intro to assessment and then in teacher lesson small groups (the groups that planned particular lessons), design a couple of questions that could be used to assess student understanding of the major concepts introduced or reinforced in a particular lesson. After presenting questions to the larger group, we will have a large group discussion based on how assessment can inform teaching practices./
	2:45	15 min	Journal activity #5	“What instructional strategies have you observed so far in this PD? How might you go about selecting instructional strategies for teaching particular lessons?"/>
	3:00	30 min	Wrap-up and Closing	TBD
<b>Friday</b>	9:00	15 min	Welcome and Daily Overview	
	9:15	2 ¼ hr	Scratch Partner Learning Activity	Start with Unit 4: Day 1—10 minutes journal, 15 minutes KWL, 15 Scratch intro video, 10 min give name assignment, 10 min break, Navigator Driver on Name (switch

				after 25 minutes), 25 minutes Gallery Walk (split groups)/
	11:30	60 min	Computer Science Concepts, Inquiry Instructional Strategies, Equitable Practices, Making connections	Groups outline as many of each as they can and then present to the remaining groups.
	12:30	30 min	Final reflections and Evaluations	

## OBJECTIVES

- To introduce and reinforce conceptual structure of ECS by highlighting the intersection of computer science knowledge, computational thinking practices, and an engaging pedagogy.
- To make explicit the modeling of an engaging pedagogy so that teachers can make explicit to their students the intersection of computer science knowledge and computational thinking practices.
- To highlight the role of teacher professionals as those who are reflective in their own thinking about ECS classroom teaching practices.
- To help teachers consider how formative and summative evaluations of student learning can take place using a variety of assessment strategies.
- To deepen discussions about equity in the classroom to consider how issues of access, instructional practices, assessment, and culturally relevant curriculum all have the ability to impact participation.
- Sustain and expand a teacher professional community that can provide support, guidance, and mentorship for one another.