

PD-Schedule

Please add to this list of items that we need for PD:

- Printouts of the PowerPoints to take notes
- Know/Need to Know Handout
- Calendar
- Rubric
- Project Outline

Materials

- Color markers
- Big white papers
- Colored Sticky notes! (Medium size)

Day 1		
June 23 rd (Saturday)	Time	Activity
San Jacinto Residence Hall	2-5pm	Check into dorms
ACES 3.408	5pm	Introduction/ Icebreaker
	5:30pm	PD Pre-Survey
	6:00pm	Hand out Fluency Textbook and T-Shirt
	6:00pm	Dinner. Explain to teachers why we are going to see a talk tonight, and why Alan Turing is important.
ATT Conference Center Amphitheater	7:20pm	Talk <i>Bruce Sterling: Turing's Strange Sea of Thought</i>

Day 2		

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June 24 th (Sunday)	Time	Activity
ACES 3.408	9:00- 9:30am	<p>Welcome Back Activity- Tower Build</p> <p>Teams have a certain amount of time to build a free-standing tower structure using random materials. Teams should be separated into different rooms so they are not able to see one another's structures. At the end of the time limit, a judge will measure each structure to see which is the tallest. At the end of the competition, all the teams gather to discuss what group dynamics went on during the activity, how leadership roles were established and carried out, and how teamwork played a role in completing the activity.</p> <p>Inform teachers of schedule and tasks of the day</p>
	9:30- 10:30	<p>Motivation for this Project:</p> <ul style="list-style-type: none"> • We need more women and minorities engaged in CS (Give statistics). • Overall Structure • Goals of the Project • Goals of the PD
		BREAK
	10:30- 11:30	Pre-assess: Individually design a lesson on these standards. (1 hour)
	11:30- 11:35	Assign Groups: Teachers will be in groups of 2 to collaborate on designing their project (although their projects will be individual)
	11:35- 11:40	K/NTK: Explain that each member needs to jot down things they “Know” and “Need to Know” about the problem that needs to be solved from watching the following video
	11:40- Noon	Project Launch: Watch Anchor Video “Deep Dive” http://www.youtube.com/watch?v=M66ZU2PClCM with edited problem statement “You will be working in groups to design a project-

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		<i>based CS unit on those same standards for your students that scaffolds Texas College Career Readiness skills” appended.</i>
		LUNCH
1:00-1:05		Distribute Project Description and Rubric <Project Description, Anchoring Experience, Standards, College Readiness Skills, Assessment Plan w/ Rubric, Draft Calendar, Presentation/Final Product Description>
1:05-1:35		Knows/ Need to Knows about their tasks: Create a BIG paper list and write on different color sticky notes. <Sample K/NTKs on PD-Calendar>
1:35-2:00		Group Contract
20 min.		Why PBL?: Quick discussion on PBL v. “Doing Projects”
15 min.		Ken Robinson: < http://www.youtube.com/watch?v=zDZFcDGpL4U >
		Discuss Video
30 min.		Choice Workshop: <ul style="list-style-type: none"> • Workshop on PBL: Essential Elements of PBL. • PBL Handbook, pp. 4–10 <p>*Everyone write on Discussion board (CANVAS) for <i>homework</i>.</p>
2-3pm		Introduction to CANVAS https://onramps.instructure.com/courses/605670/wiki/easter-egg-hunt <ul style="list-style-type: none"> • Basic navigation demonstration • Exploration and collaboration exercise <ul style="list-style-type: none"> ○ Easter Egg Hunt • Discussion
3-5pm		Computer Science: Mapping CS content ↔ CS Principles, a look at

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		'Representation'.
		HW: Discussion Board on CANVAS (SEE NOTE ABOVE).

Day 3		
June 25 th (Monday)	Time	Activity
	20 min.	Quickwrite/Discussion: Ask teachers to answer some of the following prompts: What is one big thing you learned yesterday? How is PD going so far? Any surprises? Any concerns? What are your thoughts about ____?
ACES 3.408	30min.	PBL-Minute Paper: Individually, do the following freewrite task: Take 2 minutes to answer the question: What is your biggest "take-away" from the PD so far? Why? 20 minutes to discuss.
	45 min.	How to design a project: Backwards design and PBL Handbook Template
	1.5 hour	Unpacking: Look over the CS Principles that each teacher is responsible for and unpack them: <ul style="list-style-type: none"> • Unpack the vocabulary • Look in Fluency book • Misconceptions • Connections to other content
	1 hour	Workday: Teachers will begin working on their project. [Due: Project Description/Overview on Big White paper: Standards, Project Idea, Possible activities to "scaffold" the project]

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		<ul style="list-style-type: none"> Workshop: Unpacking, Brainstorming Projects available “as needed”
	45 min.	Gallery Walk: Teachers will put their projects up around the classroom and walk around and provide feedback to their peers. Each color will represent one of the following: “I like,” “I wonder,” and “next steps.”
	30 min.	Workday: Teachers will take the feedback from their peers and make any necessary adjustments.
	3-4 hours	Programming: <ul style="list-style-type: none"> Intro to Scratch: Programming Assignment #1 Intro to Waterbear: Programming Assignment #2
	5 min.	Muddiest Point: Write a few sentences on your way out about something you are still wondering.
Day 4		
June 26 th (Tuesday)	Time	Activity
ACES 3.116	10 min.	Check-in on K/NTKs: What “Need to Knows” can we move to the “Know” side of the chart? Today we are focusing on: “What are the Texas College Career Readiness Skills?”
	10 min.	Video: Why teach “College Readiness Skills”?
	1 hour.	Texas College Career Readiness Skills: http://www.txccrs.org/ Teachers will individually rank the following skills with the top being one they feel they do the best job of implementing in the classroom and the bottom being the least. < http://educate.intel.com/en/thinkingtools/Visualranking/ > <ul style="list-style-type: none"> Intellectual Curiosity

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		<ul style="list-style-type: none"> • Reasoning • Problem Solving • Academic Behaviors • Work Habits • Academic Integrity • Reading across the curriculum • Writing across the curriculum • Research across the curriculum • Use of Data • Technology
45 min.	<p>Scaffolding: Define “scaffolding” with an engineering example. Teachers will come up with examples (either from the training or their own classes they could use to “scaffold” a project)</p> <ul style="list-style-type: none"> • Class discussion/List of possible ways to incorporate the skills into the project calendar with various scaffolding. • Instructor will be typing these in a canvas document so as to make them available after PD to them 	
1.5 hour	<p>Workday Calendar: Teachers will brainstorm their calendars.</p> <p><i>Refer to the “essential elements of PBL”</i></p> <p>Optional Workshop: Model scaffolding with a sample calendar.</p>	
20 min.	<p>HOMEWORK CANVAS Discussion Board: What were the instructors doing during the work day (behaviors)? Why do you think they were doing each of those things (motivation)? What do you think this will look like in your classroom (transfer)?</p>	
	<p>Computer Science Content</p> <p>Parallelism talk</p> <p>Big Data: Discussion of content (scale, data mining, <i>Blown to Bits</i>)</p>	

Day 5		
June 27 th (Wednesday)	Time	Activity

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ACES 3.116	10 min.	<p>Check-in on K/NTKs: What “Need to Knows” can we move to the “Know” side of the chart?</p> <p>Discuss discussion board from HW on previous night.</p>
		NTK Addressed today: “How do you assess a project?”
	1.5 hour	<p>Assessment Scavenger Hunt: Teachers will make a poster with 1 assessment from CANVAS and 1 assessment from <u>Classroom Assessment Techniques</u>.</p> <p>Poster Includes:</p> <ul style="list-style-type: none"> • Overview of the assessment. • Where in the project calendar should this assessment go? • An example of the assessment for their project. <ul style="list-style-type: none"> ○ CS Principles assessed • Student Expectations (hypothetical student work) • Texas College and Career readiness standard(s) addressed.
	30 min.	<p>Speed Dating: Smallest Speed Dating EVER! Share the posters with your “date” to share their ideas and get feedback. 1 minute to present, 1 minute for feedback, then rotate.</p>
	20 min.	<p>Revisions: Add your favorite assessments (with CS prompts/content) on your calendar.</p>
	1 hour	<p>Rubrics: Introduction to rubrics – looking at a variety of types and purposes. We will examine the rubrics that have been designed for the course, then discuss their pros and cons and how they can be implemented/adjusted based on student needs.</p>
	1 hour.	<p>Workday: Teachers will work on their assessment plan and/or rubric development.</p> <p><i>Optional Workshop(s):</i> Assessment, Rubrics, Calendar, Skills</p>
	30 min.	<p>Rubric Check: Teachers will use a Google Form to track progress on their projects.</p>
	1:30-2:30	<p>Guest Speaker – Computer vision</p>

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	(3 hours)	Artificial Intelligence Discussion of content (strong/weak AI, subfields, assignments)
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Day 6		
June 28 th (Thursday)	Time	Activity
TBA		Launch and Presentations
	30 min.	Class Discussion: What happened the first day of <i>this</i> project? Which pieces were essential? [Come up with a class list of these elements, then compare to the CANVAS resources for Project Launch] Example List: <ol style="list-style-type: none"> 1. Watch launch video-entry event 2. Assigning Groups 3. Group Contracts 4. K/NTK Lists
	3 hours	Networks Speaker Discussion of content (abstraction, scale, assignments)
	2 hours.	Final Workday: Work on final preparations. Presentations will be later today. Everyone must have their presentations emailed to the instructors by _____ o'clock.
	2 hours	Peer-Feedback Presentations: Everyone will present their project components, then receive critical feedback from the other teachers.

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Day 7		
June 29 th (Friday)	Time	Activity
ACES 3.116	4 hours	CANVAS: How to use the Project Engage Curriculum
		<p>Security</p> <p>Speaker</p> <p>Discussion of content (privacy, confidentiality, trade-offs, <i>Blown to Bits</i>)</p>
	1 hour	<p>Closure</p> <ul style="list-style-type: none"> • Additional materials • Final Q&A • Question for each individual teacher to answer: What does the team need to do right now so as to ensure that this course is taught at your school in the Fall? Who do we need to talk to? • Concerns
	45 minutes	PD-Post survey (this should be the last thing of the day)