iPad Introduction
Instructional Plan

Trainer: F. Stephen Costa
Audience: 7th Grade ELA Teachers for the Albany Charter Schools
Time: Full-day (8 Hour) Plan

Anticipatory Set (20-30 min.)
The intent of the anticipatory set is to get the professional development audience thinking about how they can start using the school's iPads. It is also to outline the day's objectives and activities.

Stills, videos, and projections of iPads are part of the introduction.

Guiding Questions
Brainstorming: Let us make a list.
1) How do we see people using iPads outside of schools?
2) Is what they do analogous to what we do in schools?
3) How do you see children using iPads?
4) How do you think we can use them in our classrooms?
5) What fears do you have about using them in our classrooms?

Procedures (45-60 min.)
The procedures are a walkthrough of some of the features of the iPad. The facilitator will project their iPad using an Elmo Projector (or similar device). The iPad will be examined from the outside (i.e., exterior) and then progress to briefly cover some of the school's software loadset. The follow topics will be covered as milestones and guiding questions (suggested guiding questions provided below) asked. Questions from the audience will be encouraged and answered.

“Let us start from the outside and work our way in.”
1) Physical Form Factor
   Guiding question: What does this allow for and prohibit?
2) Ports (on/off, headphones, volume controls, etc)
   Guiding question: Do they give us ideas for use (e.g., headphone jacks)?
3) Display
   Guiding question: Large enough to read by?
4) Point and Tap Interface; Keyboard.
   Guiding question: Analogous to what we use on our phones and notebooks?
5) Inside: Entire web in one hand.
   Guiding question: Possibly used for providing preset bookmarks and web quests?
6) Photo Albums
   Guiding question: Reference stills and video can be used how?
7) Calendars & Alarms
   Guiding question: How can we use them to inform and keep scholars on task?
8) Compass, Calculator, Maps
   Guiding question: How can we use a compass in ELA or a map in Math?
9) iTunes: iTunes University, Pod Casts, and Audio Books.
   Guiding question: What other audio or video doors are opened here?
10) Instant Messaging.
    Guiding question: Pandora's box, rich potential, or both?

Guided Practice (20-30 min.)
Participants will be issued iPads, if they do not already have them. The guided practice will start as projections of the facilitator’s iPad, but allow the audience to follow along or deviate from the below list of suggested topics and activities.

1) Altering the layout, creating folders, making options accessible via the dock, quitting applications.
2) Installing applications and removing applications.
3) Downloading iTunes U podcasts and vodcasts.

Break (15 min.)
The audience will be given time to stretch, use facilities, etc. At this point, they will be encouraged to write questions, concerns, and suggestions on the “Parking Lot,” which are provided hanging sheets of paper. They may write on the sheets, use post-it notes, or address the presenter directly.

Checking for Understanding (15 min.)
Facilitator will collect, cull, and address the list of feedback from the participants.

Independent Practice (90-120 min.)
The audience will be encouraged to pair up or join groups of three. Participants should use their iPads to practice some of the functions covered during the procedure and guided practice as well as activities listed below. The facilitator should move from group to group to address questions, repeat material, and ask guiding questions.

1) In pairs or groups of three, turn on iPad, launch applications, browse, listen, and explore.
2) Install TextPad.
3) Guiding Question: How could you use this? Start by taking notes in “Notes” or TextPad. Notice there is no “save” feature.
4) Guiding Question: How is doing a curriculum web on a tablet different?

Lunch (60-90 min.)
The audience will be given time to eat, connect to the outside world, etc. At this point, they will be encouraged to write additional / new questions, concerns, and suggestions on the “Parking Lot.”

Think Pair Share (45-60 min.)
The audience will be encouraged to rejoin their previous partner or group. Collaboratively, they will discuss, show, and share some of what they learned. Suggested activities follow. The facilitator should move from group to group to address questions, repeat material, and ask guiding questions. With 10 minutes to go, volunteers can share with the entire group.

1) Create a list of five things you've discovered.
2) Share that list with your table or another group.
3) Take notes on five new things you learned from listening to others.
4) Share with other participants.

Reflection (15 min.)
Participants will consider the following question. Alone, they will address them.

1) How can I make productive use the iPads?
2) What are the educational implications?
3) How does its portability impact how we can use them?
4) How tethered to the Internet is it? Functional without?
5) Concerns?

**Break (15 min.)**
The audience will be given time to stretch, use facilities, etc. At this point, they will be encouraged to write questions, concerns, and suggestions on the “Parking Lot.”

**Small Group Exploration (45 min.)**
Hand out and project testimony of several current educational iPad users via podcasts and vodcasts. Ideally, there will be several paper packets per table, so participants can select content that appeals to them or matches their disciple.

1) Each member of a table will tackle one article or podcast / vodcast.
2) Each will summarize and present their findings to their table.
3) Volunteers will be encouraged to share with participants beyond their table.

**Evaluation / Closure (15 min.)**
The facilitator will summarize the day's material, ask for questions, and address any new Parking Lot additions. Also, the facilitator's contact information will be shared. Participants will complete an exit ticket, which will include the following three questions.

1) What are the most interesting four things you learned?
2) How will you first implement your iPad?
3) New Questions & Concerns?
Lyddie Project WordPress Page
Instructional Plan

Trainer: F. Stephen Costa
Audience: 7th Grade ELA Teachers for the Albany Charter Schools
Time: Full-day (4 Hour) Plan

Anticipatory Set (15-20 min.)
The intent of the anticipatory set is to get the professional development audience thinking about the purpose of and how to use the Lyddie Curriculum Web and to outline the day’s objectives and activities.

Still, videos, and projections of Curriculum Web are part of the introduction.

Procedures (60 min.)
The facilitator will project and demonstrate the Lyddie Curriculum Web. An explanation of each of the menus will follow an overview of the look and basic Word Press Design. Oral questions are encouraged, but participants may also opt to place their questions, comments, and concerns on the available Parking Lot hanging paper.

1. Location: Using any browser, go to the following URL:

http://aristotle.oneonta.edu/wordpress/lyddie/home/

2. Home Page: This is the start page, which explains the purpose and main ideas of the curriculum web.

3. Student Page: This menu is a redirection to the student version of the Lyddie curriculum web (via Google Sites). There is also a drop down menu that allows users to manually redirect themselves to the student page.

https://sites.google.com/a/suny.oneonta.edu/student-cw/home

4. Teacher Page: Briefly describe the functions of the submenus (i.e., introduction, learners, process, lesson plans, resources, evaluation, and conclusion) as well as downloading rubrics and other available materials.

5. Client Professional Development: Briefly describe the functions of the submenus (i.e., introduction, learners, and process) for both days (i.e., Day 1 Professional Development and Day 2 Professional Development) as well as available materials.

6. Contact: Show my contact information.

7. Resources: Describe the Annotated Bibliography as well as the other reference list.

Guided Practice (30 min.)
Arlene Borthwick’s “Working with In-House Leadership” model of professional development discusses the method and benefits of working with school and district talent. Referencing the support received from the literacy ambassador and curriculum director from the Albany Charter School Network in creating the student curriculum web is imperative. Also, highlighting connections to research, lesson plans, and corollary
material provided from Albany Charter School Network, Expeditionary Learnings, and EngageNY further fulfills that aim.

The guided practice will highlight the location information and resources available on the curriculum web. The audience are encouraged to follow along or deviate from the below list of suggested topics and activities.

1) Examining and discussing some differences between the student and teacher sites. Include the secure nature of the Google site versus the WordPress site.
2) Pointing out direct contributions of the in-house leadership.
3) Highlighting some of the most useful resources.

Break (15 min.)
The audience will be given time to stretch, use facilities, etc. At this point, they will be encouraged to write questions, concerns, and suggestions on the “Parking Lot,” which are provided hanging sheets of paper. They may write on the sheets, use post-it notes, or address the presenter directly.

Independent Practice (60 min.)
The participants will be given the opportunity to explore, examine in detail, download, and link to the provided resources. Also, they will be encouraged to post additional questions, concerns, and suggestions to the “Parking Lot.”

The facilitator should make themselves to address questions, repeat material, and ask guiding questions.

Small Group Exploration (30 min.)
Participants will be broken into pairs or groups of three to explore and familiarize themselves with curriculum web. Individual findings should be shared and summarized.

Adding additional questions, concerns, and suggestions to the “Parking Lot” is encouraged.

The facilitator should make themselves available to address questions, repeat material, and ask guiding questions.

Reflection (30 min.)
The groups from the small group exploration will brainstorm and share their thoughts on the curriculum web. They should list their favorite features or elements as well as areas of concern. Discussions of ways to augment or improve the curriculum web are encouraged.

Volunteers are asked to offer their groups' thoughts to the rest of the participants.

Evaluation / Closure (15 min.)
The facilitator will summarize the day's material, ask for questions, and address any new Parking Lot additions. Also, the facilitator's contact information will be shared. Participants will complete an exit ticket, which will include the following three questions.

1) What are the most interesting four things you learned?
2) How can the curriculum web be a benefit to you?
3) New Questions & Concerns?