
FULL-TIME INSTRUCTOR TOOLKIT TRAINING

DRAFT (V1 MVP)

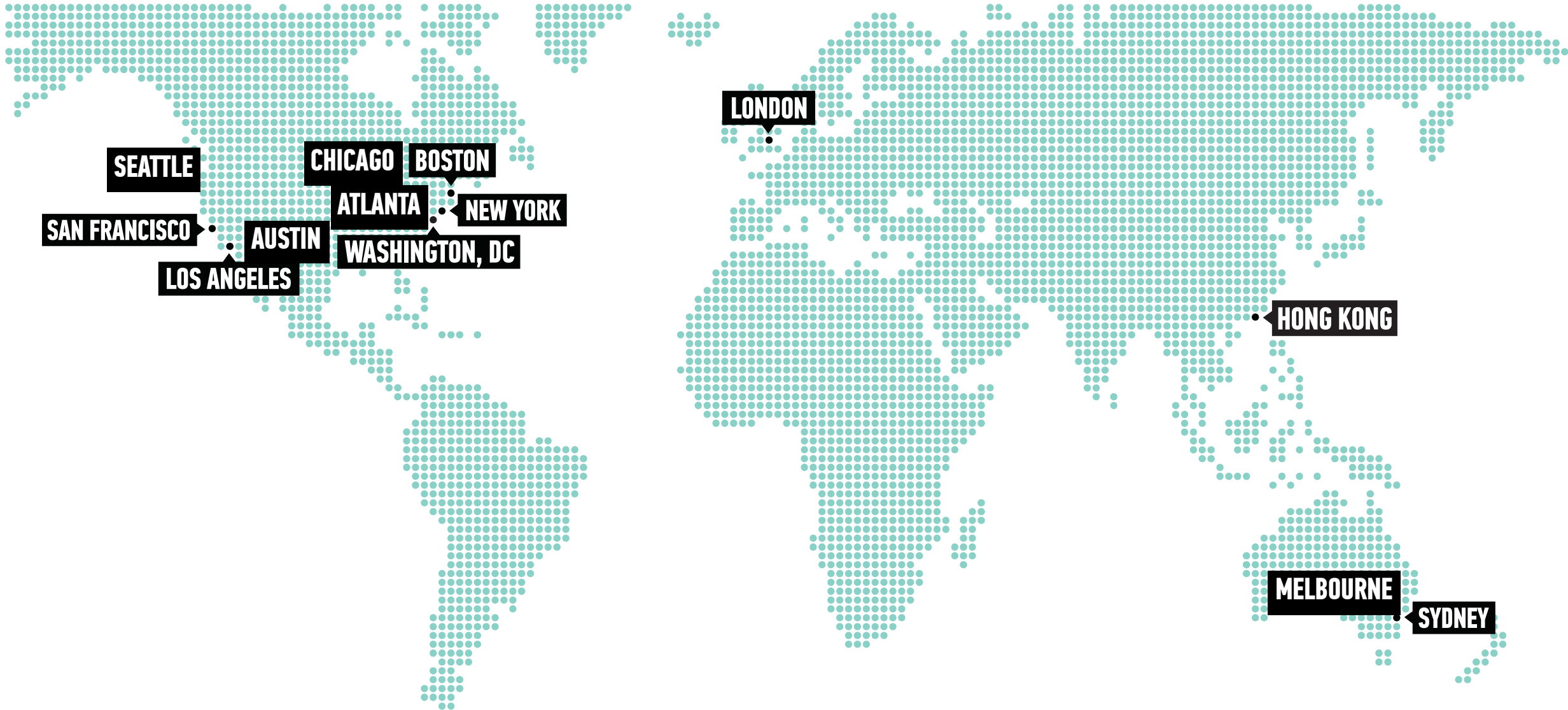


General Assembly's Mission Statement

Established in early 2011 as an innovative community in New York City for entrepreneurs and startup companies, General Assembly is an educational institution that transforms thinkers into creators through education in technology, business, and design at nine campuses across four continents.



GA Campus locations



What you can expect in this training

This training module was designed to enable all instructors to receive General Assembly Teacher Training, regardless of location, nature of teaching engagement, and/or size of market.

Defined as a “flipped training module,” this training is characterized by two key components. First, you will have to **complete independent tasks** such as reading, watching a screencast, or a short video. Next, you will **take a quiz** to demonstrate your accurate retention and application of the knowledge presented.

The quizzes serve two purposes:

(1. Ensure you’ve **processed the content** (i.e. by forcing you to write your answers down, the brain is forced to decide if you do or not know something and (2. Enable our remote instructional development team to have access to, review, and **give you feedback on your answers**. Giving you feedback on content acquisition ahead of time will let the GA teams **focus on supporting you, in-person**, in your application of these teaching practices when performing all of these tasks in front of a classroom.

This module contains **8 instructional sections** and will take approximately **10-12 hours to complete**. Teacher training is mandated by each state, with each training differing slightly. This program meets the national and international standard for teacher training (~30 hours work and practice in key competency areas). Following the completion of this module, you will receive feedback from a member of the instructional development team and/or local market contact and schedule time to practice these techniques in person.

We look forward to working with you! Welcome to the GA Community.

What you'll need to get started

SOFTWARE & MATERIALS

SOFTWARE

Adobe Reader - needed to be able to **watch** the videos in this PDF. Otherwise, you will not be able to play the videos.

Don't worry - there's a free download available. See [Adobe's Site](#) to get started.

MATERIALS

Model Lesson Plan and/or course materials. You'll need the lesson plan to complete the Lesson Plan portion of training.

HELP

Coaches@ - If you have a question - large or small - feel free to shoot a quick question to the coaches@ga.co email and/or the GAInstructors Slack channel.

Tip: To help us help you, please mention the page number and /or section where your problem or question originated.

If it's a general question, then please try to include enough context so that we can follow up with resources or set up a time to chat.

What you'll need to get started

COMMON TERMS

TURN & TALK

What: An instructional technique used to have students engage with each other and process the material.

How: **Turn** to the partner next to you and **talk** about the topic as directed.

WAIT TIME

What: An instructional technique meant to give students time to think about and come up with an answer.

How: Often will be referred to by coaches or GA staff as a technique to allow students to think through answers before the instructor moves forward.

PAUSE

A classroom or instructional cue that asks students to 'stop,' with the intention of picking up where the activity left off.

META MOMENT

What: A reflective instructional moment where a GA staff member 'pauses' instruction to point out the instructional techniques being used to train new teachers.

How: The instructor coach makes a 'time out' signal and then pulls back the curtain to reveal the strategies and decisions being made by the instructor.

THINK - PAIR - SHARE

What: An instructional technique used to have students engage with each other and process the material.

How: **Turn** to the partner next to you and **talk** about the topic as directed.

ECONOMY OF LANGUAGE

Refers to keeping instructional language as concise and direct as possible to ensure that students understand.

STOP & JOT

What: An instructional technique used to have students engage with the material.

How: Students 'stop' and write (jot) down their thoughts or answer to a prompt.

TOOLKIT TRAINING

What: Basic skills training for new instructors. Includes all of the 'tools' you'll need before your first class.

How: You're completing this training right now!

EDUCATION GLOSSARY OF TERMS

You'll find all of these terms and more defined in our [GA Education Glossary](#).

TEACH-BACK

A technique where an instructor will practice a portion of a lesson, get feedback on the lesson, then practice a portion of the lesson again, focusing on improving in the area of feedback.

INTRO



Welcome! from the Instructional Development Team

Instructional Development Team's Mission

Our mission is to empower individuals to pursue teaching careers they love by providing instructional training, ongoing education and support, and constant appreciation for the work that they do to become better teachers and empower students to succeed.

By the end of this training program, you will be able to...

Demonstrate instructional best practices

- Use best practices of instructional design in short and long-term planning.
- Use data-driven instructional practices including diagnostic, formative, and summative assessment.
- Articulate coaching and tutoring best practices and use them regularly
- Define GA's educational mission and philosophy in the context of education reform movements.

Implement Standards for instructional, classroom and professional culture

- Define what professionalism looks like and team working relationships
- Envision your ideal classroom and design systems to achieve it
- Confidently handle difficult interpersonal situations

INSTRUCTOR TRAINING @ GA

Instructor Training

Welcome! We're glad you're working with us. Teaching at GA is unique compared to most traditional training programs. Instructors teach in teams, get consistent feedback and support, and are involved in many aspects of GA outside of the classroom.

Overview of Training

Meet **Damien**, an instructor coach at GA in New York. He'll give you an overview of what you can expect to learn, why it's valuable, and who's going to support you in your market during this training and what you can expect afterward.

PLEASE CLICK ON IMAGE TO PLAY VIDEO

HOW ADULTS LEARN

Adult Learning Theory: Objective

Adult learning theory explains how to approach andragogy (teaching adults) and contextualizes the instructional methodology that we will use throughout the training and your time at GA

By the end of this section, you'll be able to **apply the concepts of adult learning theory to direct instruction.**

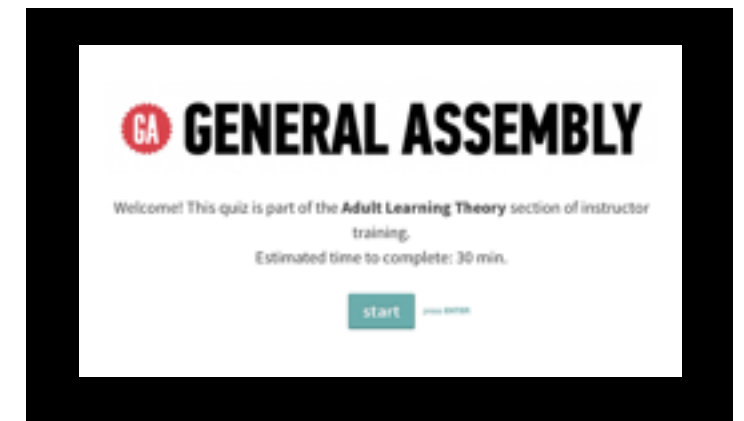
Adult Learning Theory: Screencast & Quiz

By the end of this section, you'll be able to

- describe the main components of popular adult learning theory,
- list what research has told us about instructional "Ratio", and
- explain how ratio fits into an ideal environment for adult learners.

Listen for prompts to pause the video or answer questions.

- At this time, you'll enter your answers into the accompanying *Adult Learning Theory Quiz*. Your responses will be captured and reviewed by a member of the Instructional Development Team and/or local producer.



The quiz can be filled out while watching the screencast. When the video prompts you to pause, enter your answers into the Typeform quiz (linked above).

RESOURCES REFERENCED IN THE VIDEO

- Adult Learning Theory & Instructional Ratio PDF
- Types of classroom activities (ratio divisions) - reference
- Adult Education - Writing lesson - Zaption Video
- Video 2: Python Lesson (YouTube) - optional ratio video
- Talk-time ratio worksheet - for use with Video 1 & 2
- Observed Ratio data from an adult classroom - reference

PLEASE CLICK ON IMAGE TO PLAY SCREENCAST

SETTING BIG GOALS

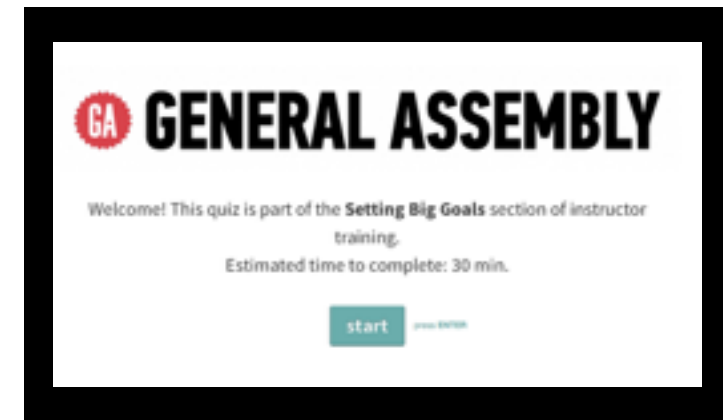
Setting Big Goals: Objective

Big goals are ambitious, measurable, well-phrased statements which represent your team’s vision for students and what they will achieve by the end of the course. Big goals help ensure the vision for the course stays alive while also providing a high-bar for students to strive toward during the course.

By the end of this section, you’ll be able to **describe your course “Big Goal”, and develop a plan for marketing this to students.**

Setting Big Goals

- The Setting Big Goals screencast will guide you through the process of creating a big goal with your team and the special considerations you should make when doing so.
- While watching the screencast, listen prompts in the video to pause or answer questions, and enter your answers into the accompanying Setting Big Goals Quiz.



QUIZ. The quiz can be filled out while watching the screencast. When the video prompts you to pause, enter your answers into the Typeform quiz (linked above).

PLEASE CLICK ON IMAGE TO PLAY SCREENCAST

LESSON PLANNING

Lesson Planning: Objective

Lesson planning may be one of the most important skills to master as a teacher. Honing this skill will allow you to create thoughtful, strategic lessons which include objectives, scaffolding, timings, assessments, framing, and connections to a long-term learning goal.

By the end of the session, you'll be able to **describe the essential components of each lesson plan** (objectives, assessments, framing, scaffolding, timings) and **write your own lesson**.



Lesson Planning

- For this section, you'll complete three tasks, with the goal of identifying the structure of a lesson plan so that you can apply this methodology to the course materials you are given. This section will take approximately 2-3 hours to complete.
- Other reference you might find helpful: [General Assembly Education Glossary](#) - glossary of terms we'll use in training and in your role as an instructor

WATCH

1

This screencast to give yourself an idea of what a complete lesson might look like.

READ

2

“Instructional Design: Instructional Planning and Delivery”: Ch. 5
Standard Lesson Structure 77-103

PLEASE CLICK FOR READING

PRACTICE (QUIZ)

3

Practice applying your knowledge by answering a few questions and completing your own lesson plan.

Tip: Complete the quiz as you complete the reading. Look through the quiz to get an at-a-glance understanding of what you'll have to be able to 'do' with the reading.

PLEASE CLICK TO SEE SCREENCAST

PLEASE CLICK TO BE TAKEN TO QUIZ





CHECKING FOR UNDERSTANDING THROUGH QUESTIONING

Checking for Understanding: Objective

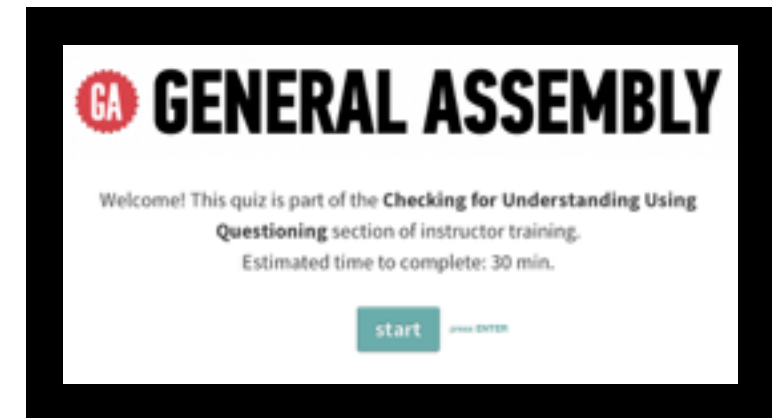
How do you know if your students are learning? By *checking for understanding*. This broad category defines any way that an instructor is able to gauge individual and whole-group student learning. These can be formal (assessments) or informal (via conversations or questions), but their purpose is the same: to determine if students understand the lesson you are delivering, often in real time.

By the end of this section, you will be able to **identify (at least) 5-6 classroom assessment techniques and situations in which each could be used to create opportunities for students to check their understanding.**

1. SOURCE

Checking for Understanding through Questioning

- Instructors should check for understanding often, but this can be easier said than done when delivering a lesson to a large class. However, this screencast helps outline incremental ways to improve your techniques to check for understanding.
- In addition to the quiz, a member of the instructional development team or producer will be able to evaluate these techniques during your next in-person lesson delivery.



PLEASE CLICK ON IMAGE TO BE TAKEN TO QUIZ

PLEASE CLICK ON IMAGE TO PLAY SCREENCAST

Classroom Assessment Techniques*

**Also included in Lesson Planning Section*

Classroom Assessment Techniques, or CATs, are specific techniques that help instructors check for understanding in the classroom. They are often simple, non-graded, in-class activities designed to give you and your students useful feedback on the teaching-learning process¹.

- ▶ Classroom assessment techniques are small activities designed to help instructors check for understanding during class-time. Explore this list of techniques to check for understanding.
- ▶ Instead of waiting until the **end** of the lesson, instructors should check in with students every 5-10 minutes in *some* way to gauge whether or not students are learning. Learn more about Classroom Assessment Techniques here.

**INSTRUCTIONAL
DELIVERY &
CHECKING FOR
UNDERSTANDING**

**SIMPLE & EFFECTIVE
CLASSROOM
ASSESSMENT
TECHNIQUES TO IMPROVE
TEACHING & LEARNING**

PLEASE CLICK ON IMAGE TO BE TAKEN TO RESOURCE

1. SOURCE

PROVIDING FEEDBACK

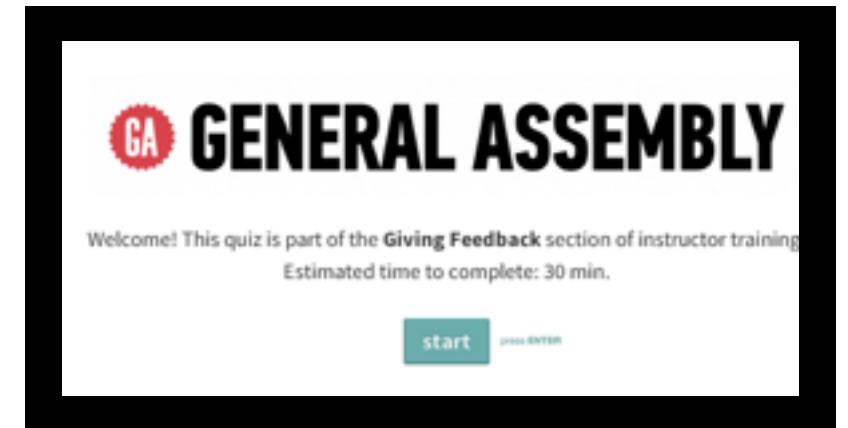
Providing Feedback: Objective

Instructors are always *providing feedback* to students - through body language, speech, written comments, and in individual and group settings. As such, knowing and practicing good feedback techniques is critical to student and instructor success.

By the end of this session, you'll be able to articulate coaching and tutoring best practices and apply best practices in giving feedback to students.

Giving Feedback

- Effective feedback techniques are critical to support individual student progress as well as class progress and culture.
- Good feedback is active, constructive, and always highlights areas done well in addition to areas that need improvement.
- Review the slideshow and take the quiz to identify best practices in feedback techniques and test your knowledge.



PLEASE CLICK ON IMAGE TO BE TAKEN TO QUIZ

Four Horsemen Video (Pause video at left to watch)

Constructive Responding Video (Pause video at left to watch.

**PLEASE CLICK ON THE LINKS ABOVE TO VIEW THE VIDEOS
REFERENCED IN THE GIVING FEEDBACK SCREENCAST**

PLEASE CLICK ON IMAGE TO WATCH VIDEO

TYPES OF ASSESSMENT



GENERAL ASSEMBLY



Types of Assessment: Objective

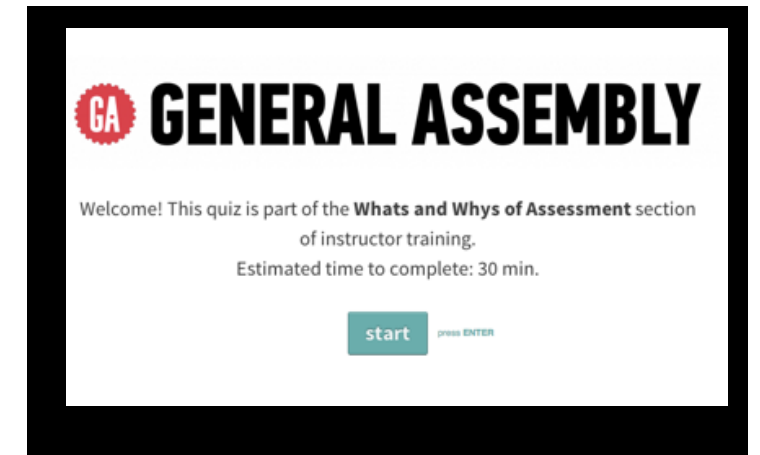
Assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students.

By the end of this section, you will be able to **describe the primary types of assessment** and when you would use each and **use data-driven instructional practices including diagnostic, formative, and summative assessment**

Types of Assessment

- ▶ Assessments may take multiple forms and can be used to gauge learning at the beginning, during, or the end of the learning process - whether lesson, unit, course, or program.

▶ Put simply, an assessment helps answer the question, “Did the student learn or not? *And how do you know?*”



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TRACKING STUDENT PROGRESS

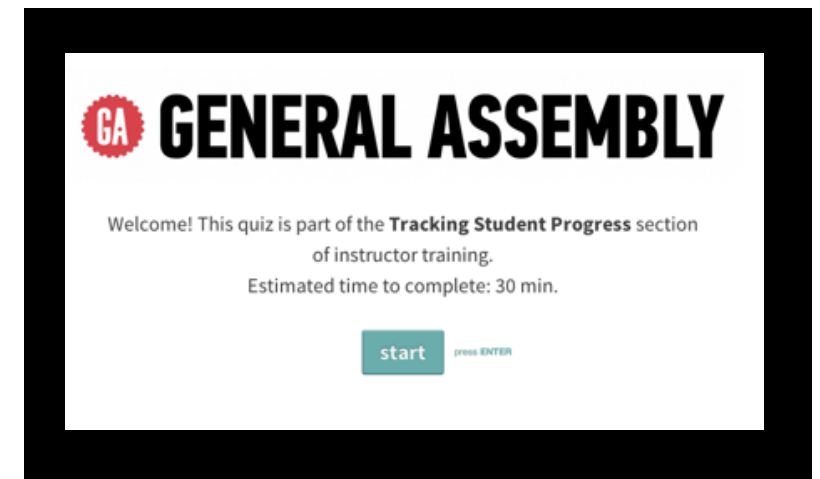
Types of Assessment

Tracking student progress can be accomplished in many different ways. This section will introduce you to some general ways to monitor student data to help inform and direct your instruction.

By the end of this section, you will be able to **recall why tracking student progress is important and observe student data, determine trends, and decide on next steps as an instructional team.**

Tracking Student Progress

- ▶ There will be many, many opportunities to track student progress in class, including attendance records, homework results, classroom assessment techniques, project rubrics and presentations, self-assessments (student retrospective), quizzes, one-on-one goals and notes. The key is developing a strategy regarding what data you'll collect, for what purpose, at what frequency and at what depth.



PLEASE CLICK ON IMAGE TO BE TAKEN TO QUIZ

PLEASE CLICK ON IMAGE TO WATCH THE SCREENCAST



CLASSROOM MANAGEMENT

Classroom Management: Objectives

For new teachers, *classroom management* is often an overlooked skill. However, the degree to which you can manage a classroom and negotiate content in addition to an ever-changing environment and group dynamic, is the degree to which you will be successful as an instructor.

By the end of this section, you will be able to **describe and practice handling different student personalities and managing difficult student or team situations**

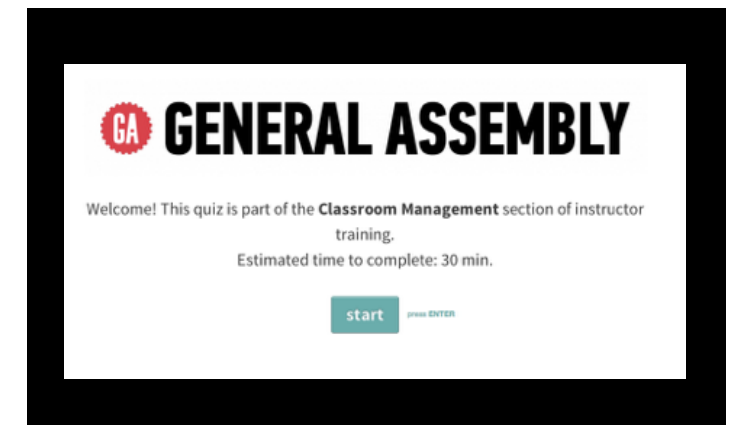
Classroom Management

Review the Classroom Management Slideshow and read the Classroom Management scenarios, below, before taking the quiz. Note: There is no video for this section.

CLASSROOM MANAGEMENT SCENARIOS



PLEASE CLICK ON IMAGE TO REVIEW - NOTE: NO VIDEO



PLEASE CLICK ON IMAGE TO BE TAKEN TO QUIZ



CODE OF CONDUCT

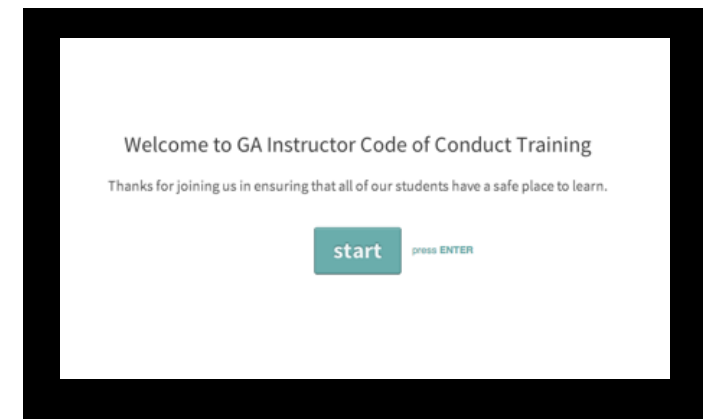
Code of Conduct

As a GA instructor, it's critical that you can define your role in ensuring that all students learn in a safe environment. The *code of conduct* helps GA define what a safe environment looks like.

By the end of this section, you'll be able to **define how and when to escalate issues and your role as a professional at GA.**

Code of Conduct

- ▶ Creating a safe learning and working environment is crucial to GA. Familiarizing yourself with the Code of Conduct will help you understanding what this means for us and our students.
- ▶ Please read through the Code of Conduct slideshow below and answer the quiz questions.



PLEASE CLICK ON IMAGE TO BE TAKEN TO QUIZ

PLEASE CLICK ON IMAGE TO BE TAKEN TO THE SLIDESHOW

WHAT'S NEXT?



What's Next: Feedback on your training

Congratulations! You've made it this far, and you're on your way to becoming an effective teacher. Nice work!

A member of the instructional development team or producer will reach out to you to **meet in person to review your quiz** answers and have you **demonstrate these techniques** in action (teaching your first lesson).

If you have any questions, please reach out to your local contact or coaches@ga.co and someone will get back to you within 48 hours! Or for real-time feedback, join the [coaches channel on Slack](#) and ask a question!

Brief Training Survey

HOW WAS IT?

This training is in pilot mode. As such, we're looking for as much feedback as possible to revise it for the beta version.

Please take 5-10 minutes of your time to fill out this brief survey, via TypeForm.

Thank you - we appreciate your time and thoughtful feedback!

**TAKE
SURVEY**

THANK YOU.

- coaches@generalassemb.ly
- generalassemb.ly
- facebook.com/gnrlassembly
- [@ga](#)

ACKNOWLEDGEMENTS

Acknowledgements

We reference and use a number of open source resources in our training and our day to day work. You'll find these sources below.

Understanding By Design (general methodology & design of GA courses)

Teach for America (Resources used to support teacher training)

Match Education - Coursera (videos)

Relay /GSE (resources used to support teacher training)

Connected Learning Alliance (videos)

APPENDIX

Appendix

Foundational Education Texts (From Intro to Ed Landscape)

The Element by Ken Robinson

The First 20 Hours by Josh Kaufman

The Death and Life of the Great American School System: How Testing and Choice are Undermining Education by Diane Ravitch

How Children Succeed by Paul Tough Mindstorms by Seymour Papert

Invent to Learn by Gary Stager