

## STAFF DEVELOPMENT MADE EASY!

### A One-Hour Lesson Plan for Staff Development at a Faculty Meeting *Ruby K. Payne, Ph.D.*

ONE HOUR STAFF  
DEVELOPMENT

1. Each faculty member has a copy of the book *Understanding Learning*.  
[materials at [www.ahaprocess.com](http://www.ahaprocess.com)]  
Divide the faculty into groups of four people. Each person takes two chapters to read. Everyone reads the introduction.
2. Allow 12 minutes for everyone to read his or her chapters. Then all participants will teach their chapters back to their small group. Give 20-25 minutes for everyone to teach back to his or her small group.
3. Now, choose either Step A or B.  
Step A. Create a new mental model.
  - Explain that the mental model for the book is the computer analogy (see picture on reverse side). Show the computer analogy on an overhead or a handout and see how the seven important components in this book are represented.
  - Each group creates a different mental model on a piece of chart paper to represent these seven components.Or Step B. Have a discussion. Here are some questions to ask as part of the discussion:
  - How often do you direct-teach the “how” in the classroom?
  - What stories, drawings, analogies (these are mental models) do you use to teach difficult ideas to students? For example, an eighth-grade teacher presents the three branches of U.S. government as a three-ring circus. She draws three tents on the board, noting that one tent is judicial, one is executive, and one is legislative. Then she identifies the acts/activities that can go on in each tent. Finally, she identifies the acts/activities that can go on between the tents. Her students immediately understand and are very successful.
  - To survive in school or work, you have to handle the paper world, i.e., the representational world. For example, checks represent money, but they are not cash. A calendar represents time, but it is not time. A photo represents a person, but is not the person. Icons on a computer represent the software, but they are not the software. What tools do you give your students so they can move between a sensory and an abstract (or representational) world?

