**Teacher Leadership Initiative Capstone Project 2013-2014**

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**Leadership Profile** – Summary of my leadership experience to date in two different contexts: Union Leader and District Literacy Coach

1. **Union Leader**

Two years ago I was elected president of my local education association – Arlington Education Association. During this time I have overseen the revitalization of our association, including the recruitment of a fully staffed Board of Directors. I chaired a successful contract negotiation with the School Committee and administration for both a three-year successor contract and our new Evaluation contract under the state regulations. I also was elected Chair of our town-wide Public Employee Committee during negotiations that resulted in Arlington becoming the first town in the Commonwealth to enter the GIC Health Insurance plan after the passage of the Massachusetts Municipal Health Insurance Reform legislation in 2011. I have shared my experiences as a newly minted local president by co-presenting at a multi-day workshop during the MTA Summer Conference for 2nd year presidents in the summer of 2013. I am a Town Meeting member and regular participant at our town’s Budget and Revenue Task Force meetings, and Long Range Planning meetings as a union leader.

1. **District Literacy Coach/Coordinator**

For the past eight years I have co-led the district-wide elementary literacy program, which includes seven K-5 elementary schools. During this time, I cofounded the district’s successful Response to Intervention Reading Program, co-led the district’s efforts to implement the Common Core ELA curriculum at the elementary level, provided professional development support for the district implementation of the Lucy Calkins Writing Program, spear headed a district-wide initiative to map all of our curriculum using the ATLAS software program, and generally provided professional development for classroom teachers and specialists to support them in their implementation of Arlington’s reading and writing units of study. I meet regularly with the district curriculum leaders to plan year long and summer professional development in the area of literacy for K-5 teachers. I also continue to spend a small part of each day working with students who need more intensive support in reading.

**Pathway Chosen: Instructional Leadership**

I have chosen to work within the realm of instructional leadership, because I believe that teachers are hungry for authentic learning experiences. Teachers who have developed an area of expertise are excited to share that expertise with other teachers – without leaving the classroom. Teachers who want to learn more about a particular practice want to see real teachers in action. They want to learn from their colleagues. They want to observe and participate in actual classroom instruction. I wanted to work with expert literacy teachers to create professional development experiences for both new and experienced teachers in the district where colleagues with particular areas of expertise would open their doors to colleagues who want to learn about that practice. I also wanted to help expert teachers become experienced and effective presenters who are comfortable allowing others inside their classrooms to observe their practice. My goal is also to support these expert teachers as they learn how to effectively lead professional development experiences for other teachers in the district.

**Focus on Instructional Leadership Competencies**

1. **Coaching and Mentoring –** In my current role as District Literacy Coach and Curriculum Coordinator, I provide professional development for the district in literacy initiatives, specifically supporting grades 3 and 5 – a total of around 45 teachers. Along with a colleague, I have been in charge of helping teachers understand and incorporate the new Common Core Reading and Writing Standards into their work. While I have worked hard over the past few years to hone my own skills as a presenter, with the TLI project I wanted to focus more on helping other expert classroom teachers develop their own leadership skills and share their areas of expertise as curriculum writers, teacher mentors, and professional development presenters.

**Performance Level at the Beginning of the Project: Developing/Performing**

I have been working in the role of district-wide Literacy Coach for several years. The job initially entailed creating and leading a district-wide Response to Intervention Reading Program, which had me working very closely with the district reading teachers initially, then with classroom teachers in grades 1-3 specifically around training in a classroom phonics program – Fundations. As the years went on, I was asked to take on a larger role in the district, spear heading the curriculum planning and professional development for elementary teachers in the area of literacy. I did this initially through learning all I could, collaborating closely with two other district literacy leaders, and working hard to improve my skills as a presenter, in order to best engage and inspire teachers to adopt new practices. I have spent many years engaged in a formal role of coaching and mentoring teachers in the district, but I have only recently taken on the role of identifying other teachers who would be good mentors and leaders and supporting them to take on leadership roles.

Over the past year my colleague and I have identified, recruited and trained a teacher leader at each grade level to help lead the district roll out of the Lucy Calkins Writing Units of Study program. We meet with these teachers on a regular basis, and have collaborated as a group to decide on the type and amount of professional development teachers in the district need to feel comfortable with the new writing program. We have also recently included the district grade level New Teacher Mentors in this work in order to foster more collaboration between the reading and writing programs, and between the New Teacher Mentor program and the year long professional development offered to all teachers. We recently experienced successful collaboration wherein the Writing Mentor and the New Teacher Mentor worked together at several grade levels on two-hour early release workshops on the Massachusetts Model Curriculum Units for the teachers at their grade level in the district (approximately 21-23 teacher per grade). The presenters received positive feedback from the participants in the workshops. This feels like a model that can be replicated and that could evolve into a teacher-led professional development model. This work has pushed me into the Transforming zone for this competency area.

1. **Facilitating Collaborative Relationships –** Providing professional development in a district, and helping other teachers see themselves as leaders are both areas that demand a high level of collaborative facilitation. Effective communication and mutual respect are paramount to supporting teachers as they learn and grow in their own practice. Introducing game changing shifts in pedagogical practices, as the introduction of the Common Core demanded, challenged teachers to adopt new practices and learn new ways of teaching. Helping teachers have faith that they could achieve these new competencies and be successful with the new practices required them to take risks, work collaboratively with their colleagues, and lean on each other.

**Performance Level at the Beginning of the Project: Developing/Performing**

Due to my role as a district literacy leader over the past several years, I have been involved in working to understand and translate new policies and initiatives that impact teaching and learning. I have been asked to lead the district’s work in enhancing our teaching practices to meet the ELA Common Core Standards in both reading and writing. My colleague and I have worked to identify leading academics whose work could guide our implementation of these new standards. As part of this work we have collaborated closely with other curriculum leaders in the district, as well as principals and other administrators, to build consensus around how we would guide teachers through this transformation in our teaching practice.

Many of us in the field have felt challenged by this work. The task of transforming our practice to meet the new level of achievement outlined by the Common Core standards has required a sustained effort. Curriculum leaders have had to plan, implement, reflect, and often go back to the drawing board to revise and set the next course of action. While I feel like the work we have done together has led us in the right direction, I think that I am still working on a higher level of proficiency in my ability to evaluate and learn from my decision making process and the resulting outcomes and effects. I would rate myself as transitioning into Transforming in this area.

**Overarching Competencies: Focus on Personal Effectiveness and Interpersonal Effectiveness**

1. **Personal Effectiveness at the Beginning of the Project: Developing/Performing**

Over the past 7-8 years, as I have grown into my role as a district literacy leader, I have had the chance to share my passion for engaging students in meaningful and rewarding reading and writing experiences with other teachers throughout the district. As I took on the role of PD specialist and curriculum coordinator, I learned quickly that careful planning and the ability to really know your audience goes a long way toward convincing teachers that they can improve their practice. I have learned the importance of providing teachers with the appropriate balance of direct instruction with concrete information along with the time to reflect, plan, and process with their peers.

In the past I have focused largely on running early release day workshops, as well as half and full day school year or summer workshops. In contrast, this past year has been largely dedicated to nurturing other teachers and building their capacity to take on leadership roles. My colleague and I have concentrated our efforts in the past year on identifying and mentoring grade level writing professional development leaders. We identified the strongest writing teachers in the district, and have built a program around training them to leverage their strong classroom expertise into a teacher leadership role.

1. **Interpersonal Effectiveness at the Beginning of the Project: Developing/Performing**

Building strong communities of colleagues who enjoy spending time together and feel productive working together is a strength of mine. Over the past eight years I have been responsible for co-leading a group of 14 elementary reading specialists. Over the same time period, I have gradually taken on the responsibilities of coordinating and guiding the literacy program for seven elementary schools. I enjoy getting teachers together and making them feel like the time they spend with me and with each other is meaningful and worthwhile. I love to foster collaborative experiences wherein teachers feel like they have both taught their colleagues something meaningful, and learned something they can take back to their own classroom.

Being the kind of leader that can read a room quickly and listen to questions and discussions carefully in order to discern the underlying hopes and fears that teachers in the audience possess is a skill acquired over time. I have had the enormous pleasure of watching two of my teacher leader apprentices plan and lead incredibly dynamic and successful day-long summer writing workshops this past summer, where the participating teachers clearly enjoyed the shared experience of learning with their colleagues. I feel like my work with these budding teacher leaders has helped me move beyond honing my own skills as a teacher leader to fostering and empowering other teachers to do the teaching. I feel like I am now well on my way to Transforming in this competency.

**Project Summary and Goals – Labsite Writing Program**

**Project:** To create a professional development program that would take place during the school day wherein grade level teacher Writing Mentors host a small number of district teacherson a weekly basis to observe them teach a complete writing unit of study. Participating teachers would get to observe expert lessons in real time, reflect on what they are seeing, and incorporate features of the expert teacher’s practice into their own lessons.

**Overarching Goal:** Increase the capacity for classroom teachers to become teacher leaders in their areas of expertise. Offer an alternative form of professional development to better meet the needs of teachers seeking hands on professional development experiences.

(See Appendix A for details of the Labsite Proposal)

**Project Evolution:**

1. My project evolved overthe course of the last school year. My colleague and I needed to help teachers in our district feel more confident about teaching the Lucy Calkins Writing Program Units of Study and we didn’t have enough money to send all of our teachers down to the Columbia Teachers College Reading and Writing course to experience first-hand the magic of their expert professional development programming. At the same time, we had identified one teacher at each grade level who had a particularly strong instructional practice with the writing workshop. These teachers were excited to share their knowledge and they were interested in developing skills as teacher leaders. Over the course of the year, we met monthly with these grade level leaders and worked out how we would support teachers with the implementation of the new grade level writing units of study through several early release afternoon professional development sessions, and additional summer PD days.
2. While these early release sessions were a good start, it became clear to me after holding conversations with teachers in the lunchroom, and by reading over the professional development feedback surveys on the early release sessions, that some teachers were still struggling with the idea of seeing the total picture of how this new writing program should look in action. They were seeing pieces, but not the whole. They wanted something more.
3. At the same time that I was working with the TLI cohort and reading, thinking, and talking about the importance of career ladders and helping teachers experience leadership opportunities without leaving the classroom, I had the good fortune of attending a Coaching Institute at Columbia Teachers College. In this week long institute, the participants were immediately thrown into classrooms in Brooklyn, New York, where we “coaches” were put in front of real live students and asked to teach lessons that we developed on the fly with our fellow coaches. We planned the lessons together, then took turns teaching in front of students and coaching each other after the lesson. We often worked in triads, so we would take turns teaching and coaching with different groups of students. This was such a powerful way to lower the bar of “being watched and evaluated”. While teaching in front of others can be a bit nerve wracking, you knew that with this format, in a short while you would get your colleagues’ input, be able to debrief and improve the lesson, then watch someone else teach the new and improved lesson. I was hooked, and I wanted to find a way to bring a form of this powerful practice back to Arlington.
4. By using the framework of the TLI modules and assignments, I was able to see the value of framing this work around teacher empowerment, career ladders, and identifying and developing teachers to become leaders themselves. The shift for me was the shift away from developing my own skill set as a presenter and curriculum coordinator, to identifying and mentoring other teachers to become leaders in their own right. How could I help other teachers learn what I had learned to do, and how could I do this through the work we had before us with the Common Core reading and writing standards? Finding answers to these questions became my goal.

**Plan and Implementation:**

**Step 1 –** Design Labsite Writing PD program with colleague

**Step 2 –** Convince Writing PD Mentors to lead the Labsite learning experiences

**Step 3 –** Get Assistant Superintendent and Elementary Principals on board

**Step 4 –** Recruit classroom teachers to sign up for Labsite sessions

**Step 5 –** Plan for Labsite observation sessions:

* Create observation protocol form for use during observations
* Schedule pre, mid-stream, and follow up face to face meeting with Writing Mentor and participating teachers for each session
* Plan schedule of dates for meetings and writing sessions
* Train teachers in how to use Google + communities for their post observation sharing
* Support Writing Mentor teachers with the coordination of the entire process
* Collect feedback on Labsite sessions to improve implementation
* Report out to principals and Asst. Superintendent on outcome of sessions
* Revise and repeat if feedback shows this was a successful experience – possibly spread to other content areas as well

I have currently completed Steps 1 – 5, up through the first three bullets in the session planning section. The first Writing Labsitesessions will be held from Nov. 13- Jan. 5 in the area of Informational Writing in Grade 3, and December 1 – January 30 for an Opinion Writing Unit in Grade 5.

While the Writing Labsites are just now getting off the ground, I did take time to interview the two grade level Writing Mentors that I have had the most direct contact with throughout this experience. I interviewed them using the questions from the survey that pertain to teacher leadership development, as well as the challenges and benefits of this type of leadership. I will follow up with the questions pertaining to the implementation of the Labsite program after one or two rounds. You can view the interviews by copying and pasting the following URL’s into a browser:

Interview with 5th Grade Writing Mentor, Jill Connor: <http://youtu.be/dy7SgOlcdBQ>

Interview with 3rd Grade Writing Mentor, Amy Walter: <http://youtu.be/aVs3-2ts4Nk>

**Nov. 14 Update:** I wanted to add a short update on the first Writing Labsite meeting with a Gr. 3 writing mentor this week. Four teachers from four different elementary schools joined me to both observe an expert writing teacher teach, and to interact with students in her class as part of the first Writing Labsite observation session.

**Sample Participant Teacher Posts on the Google + Community Following the First Observation Session:**

***Teacher #1:*** *Thanks for letting us observe your lesson today, Amy.  When we did our debrief this morning, we chatted about some great strategies you used to get students writing.  I think that I need to work a bit more with partners.  I've been trying to utilize partnerships more, so when I saw how your class used partners to build their informational writing ideas, it clicked.  I'm going to try to start off with the same partner work.  I think we all agreed that thinking across fingers was a great way to start the thinking process.  I had a question about choosing topics.  How do you talk to children about choosing "expert" topics?  How do you help students to change lanes when they've chosen a topic that they are not expert with? Do you do a lesson where you meet with children to help some students choose better topics?﻿*

***Teacher #2:*** *Thanks for having us for Writer's Workshop this morning.  It was great to see you teach and work with your class.*

*I really liked the pace of your lesson on the rug.  I felt like the students had plenty of time to process and share with their partners.  I noticed that many of the partnerships on the rug were sharing successfully.  Some may have needed a few prompts to get started, but I could tell they were used to this format and really benefitted from that rehearsal.*

*I also plan to break out into larger groups -- loved how this worked.  In the group I was in, the students were able to explain their topic and the parts very clearly.  What I noticed was the students in my group who then had trouble going from oral rehearsal to writing.  One child (who clearly had issues with writing), was able to explain his thinking so well orally, but was really stumped during the writing time.  I wondered what accommodations might work for a child like this to help them get their ideas down.  I always struggle with this!*

*I'm excited to try this lesson in a few days.  Thanks again!*

***Mentor Teacher Response:*** *Hi teachers, thanks for the feedback!  It was great having everyone in today.  Thank you for being so proactively involved with the kiddos - it made everything feel more natural and really supported the kids in expanding their thinking.  So thank you!*

*As far as topics... I previewed choosing topics with kids quickly on Friday.  I gave them a few examples of topics from last year, which were more varied than the sports theme this year!  I also talked about how I might write about cooking or running.*

*As far as narrowing a topic - the next few lessons are spent thinking about ways to organize one's topic, and some students might choose to write their book on part of their topic.  For example, tomorrow I'll model picking a piece of my topic - kinds of running or parts of running.  Usually in the beginning of the writing process, no matter what the genre, I'll make sure I know what their topics are and conference with kids if I foresee a problem.   If I notice a certain theme between kids (like in narratives, a bunch of kids have watermelon stories), I'll pull groups (in answer to your question, Laura) or even do a whole group lesson.  I don't think I had to do a whole group lesson last year.  It was more one-on-one conferences for a handful of kids, kind of clarifying what their topic might be.*

*I did have one kid "change lanes" today.  He wanted to do a "how to" about how to write a story.  I don't see information writing as exactly the same thing as a how to genre, though I think some kids might end up with a book about, say, diving, that talks about the different steps in diving.  What I was worried about was this particular child starting with the "how to" idea, and I was worried that this would limit him as we experiment with different experimental structures over the next few days.  I'm not sure I did the best job explaining to him and his partner why I wanted him to switch, but I do think his new topic (fishing) will work out better.  ﻿*

As these posts show, I think we are off to an incredible start!

**Evidence of Success/Effectiveness:**

Much of the determination of the effectiveness of this program will lie with the teachers’ experiences during the Labsite sessions and the feedback from both the participating teachers and the teacher leaders during and after this novel PD experience. Principals will also weigh in on how they feel their teachers have improved in their understanding of and ability to implement the Writing Units of Study more effectively as a result of their participation in the sessions. I will be able to get feedback from all of the participants in the program, including feedback in some of the areas of the Instructional Leadership Competencies around teacher leadership, and to what extent this experience helped them meet the needs of their colleagues. Using the TLI lens, I will request that the Writing Mentors also reflect on how this experience has had an impact on their own growth as teacher leaders, and what they could possibly see themselves doing as a result of this experience in the future.

Beyond the immediate scope of this project, I feel the TLI experience has exposed me to the wider world of educators across the state and the country. Talking with teachers on a regular basis about passionate engagement and the struggles and triumphs of our field gave me a broader view of what it means to be a teacher in this time and place.

In concrete terms, I attended my first NEA RA this past summer in Denver, as well as the *Raise Your Hand* event held just prior to the RA. As a result of the different exposures to education policy areas in the TLI program, I chose to attend a multi-day Education Policy track at the MTA Summer Conference this past August. In this course of study, we undertook the task of understanding the relationship between research and policy reports and policy making and the role of teacher expertise a critical component of policy decision-making.

This past August I was also accepted as a fellow in the Education Policy Fellowship Program (EPFP) run out of the Rennie Center in Boston. The EPFP fellowship is a year long opportunity to meet with 30 other fellows in various education related fields to:

* Develop leadership skills
* Engage in education policy discussions with experts in the field
* Create a network of professionals in the education field with local, state, and national EPFP alumni

This seemed like a natural continuation of the work I started with the TLI leadership program. I am currently joining a group of fellows to take a broader look at teacher-led professional development. I look forward to continuing along this path of study, connection, and discovery. I applaud the NEA, NCTB, and CTQ for the creation of this unique learning opportunity that brings together great teaching, grounded in a sound understanding of the critical role of collective action through unions, and a solid understanding of how education policy forms, shapes and directs the teaching and learning experiences for better and for worse. It’s a bright light in a challenging time.

**APPENDIX A**

**Proposal for New “Lab Site” Professional Development Opportunity with the Lucy Calkins Writing Program Units of Study for 2014-2015 School Year**

(Presentation to Principals and Asst. Superintendent)

This idea involves providing classroom based mentoring for experienced teachers in the new Lucy Calkins Writing Units of Study. (Teachers beyond their first two years of teaching)

**Framework:** Teachers would sign up to follow a Writing Mentor Teacher for a 6-10 week period of time (One Unit of Study) during the year. Approximately 4-5 teachers from different schools would sign up for a specific workshop at their grade level in one area: Narrative, Opinion, Information writing unit. Principals would find coverage for participating teachers’ classes for one and a half hours a week for the duration of the program.

**Meetings and Observations:** Three after school meetings would be included: one to kick off the unit, one at mid-unit, and one at the conclusion of the unit. The bulk of the time would be spent attending the Mentor Teacher’s writing block once a week. During that time, participating teachers would be released from their classrooms for one and a half hours per session. They would travel to the Mentor Teacher’s School, observe the writing lesson, complete an observation protocol, interact with students during Turn and Talk times, small group, and one on one conference times, and other appropriate times, in addition to observing the teacher. At the conclusion of the lesson, teachers would travel back to their home school and post their notes to a Google site before resuming their teaching duties.

The Mentor Teacher would be responsible for letting participating teachers know the focus area for the lesson a day before each session. They would also respond to the posts and answer questions posed by the participating teachers on the Google site. Linda and Evelyn would support the program and follow each group so that Mentor Teachers could teach without interruption to their teaching plans.

**Participating Teachers** would receive 15 PDP’s and a $75 stipend to cover the three after school meetings.

**Mentor Teachers** would receive a $1,000 stipend and PDP’s for their work in this program. They would also continue to provide support for the New Teacher Orientation program and other writing specific professional development during the year.

**APPENDIX B**

**Interviews for Participating Teachers and Teacher Leaders**

Statement about TLI Capstone Project – L. Hanson

**Project:** Create a professional development program that would take place during the school day wherein grade level teacher Writing Mentors host a small number of district teacherson a weekly basis to observe them teach a complete writing unit of study. Participating teachers would get to observe expert lessons in real time, reflect on what they are seeing, and incorporate features of the expert teacher’s practice into their own lessons.

**Overarching Goal:** Increase the capacity for classroom teachers to become instructional leaders in their areas of expertise. Offer an alternative form of professional development to better meet the needs of teachers seeking hands on professional development experiences.

**Interview questions for Teacher Leaders:**

1. How did you see yourself as a teacher leader before we started the Writing PD Mentor program? What kinds of leadership experiences had you had?
2. Which activities or experiences have had the largest impact on your development as a teacher leader over the past several years?
3. How has the process of meeting regularly with the other grade level writing mentors and the two district literacy coaches over the 2013-2014 school year affected how you feel about your potential as a teacher leader?
4. What challenges do you experience as a teacher leader?
5. What do you think your strengths as a teacher leader are?
6. How has your experience with the Labsite Writing Program affected your thinking about alterative professional development models?
7. What have you learned as a result of the Labsite Writing Program that you would change for the next time?
8. How could the district support you as you develop your competencies as an instructional teacher leader?
9. What other ideas do you have for alternative professional development opportunities for teachers?

**Interview questions for participating teachers:**

1. How did you feel about your ability to implement the Lucy Calkins units of study before you began the Labsite Writing sessions?
2. What were you looking for when you signed up to participate in this program?
3. How did participating in this type of professional development experience affect your capacity to better implement the Lucy Calkins writing units of study – be as specific as you can.
4. What would you change about the Labsite sessions to better meet your needs?
5. What other ideas do you have for alternative professional development opportunities for teachers?

**APPENDIX C**

**Pre-Labsite Meeting with Participating Teachers**

**Things to go over at the Pre Labsite Meeting:**

**1.  Why did you sign up?**

What do you hope to get out of this experience? How would you rate your level of confidence in your experience as a teacher of writing on a scale of 1 - 10? (Jot down for your own record - we will return to this at the end of the unit of study.)

**2.  Timeline for the Labsite Experience**

* Weekly time: 90 minutes release time for the duration of the unit of study - teachers must work out coverage with their principals:
	+ 15 minutes travel
	+ 45 minutes observation
	+ 15 minutes travel, 15 minutes time to respond in Google+
	+ If teacher is in same building - total release time is one hour (45 minute observation; 15 minute response write up)

**3.  Expectations:**

Behavior expectations in the observation site (zero sidebar chatter)

* Completing responses with Google + in a timely manner (same day)
* 48 hour mentor response goal
* Missed meetings won’t be made up
* Let mentor know if you can’t make a session
* Engage with students when appropriate (listen in on turn and talk or small group conversations; observe mentor teacher writing conferences - practice conferencing with another student; get involved in the teaching!)

**4. Introduction to the Google+ community**

* Process for accessing the weekly lesson focus
* Protocol for Mentees (document)
* Responding to observations goal
* Posting options and photo permissions (including where to post response)

**5. Questions?**

**APPENDIX D**

**Sample Labsite Observation Protocol Form**

Grade and Unit of Study: 3rd grade, Information Unit

**Mentor Fills Out**

Mentor:  Amy Walter                                  Meeting Date:  11/12/14

Topic of Writing Lesson:  Teaching others as writing rehearsal

**Focus of Mini Lesson**:  Students will be introduced to the idea of chunking their information topic into sections (subtopics) and saying a bit about each subtopic.

I’d also like to preview the rest of the lesson, since it’s not a traditional lesson.  Students will get a chance to do orally rehearse chunking their topic, then elaborating, with their partners and in small groups, though not all will get a chance to share.  Students will give their group-mates feedback about what was especially useful/interesting when learning about that particular topic.  Then, students will get a bit of time to write as much as they can about their topic, a “throwaway” draft.

**Labsite Participant Fills Out During Observation**

Guiding Questions - What will you be looking for during the session?

What is the teacher doing?

What are the students doing?

What stood out to you about this lesson?

If you observed and/or participated in a student conference (1:1 or small group) - comment on what you found productive or challenging. (Note: opportunities for this type of experience will vary according to the lesson.)

What questions do you have for the mentor?

What is one thing you can try with your students this week?

**Post one or two things you noticed, your question(s) for the mentor, and one thing you will try in your classroom to the Google+ community when you return to your school.**

**APPENDIX E**

**Template for Planning a Dynamic Two-Hour Teacher Led Workshop!**

|  |  |
| --- | --- |
| **Logistics** |  |
| * Topic
 |  |
| * Date
 |  |
| * Location
 |  |
| * Time and Duration
 |  |
| * Agenda
 |  |
| * Food
 |  |
| * Notifications
 | Email or post all participants a week in advance with the agenda, what to bring, and any power points or digital references |
| * PDP and Sign in Sheets
 |  |
| **Presentation** |  |
| * Goal(s): What do you want people to get out of the session?
 |  |
| * Structure (suggested - can be altered depending on the goals of the workshop)
 | Introduce goal or workshop and review the agenda (5 Min)Check In Time with colleagues (10 Min)Presenter gives a whole group Mini Lesson (20 Min)Focused work in small groups (20 Min)Report Out from small group work (10 Min)Collaboration Time - time to plan with colleagues (45 Min)Final Thoughts and Feedback Survey – Circle Back to goals from introduction (10 Min) |
| 1. Introduction:
 | Tell people what you are going to do, how and why throughout the presentation.  Remember you are teaching them something new AND demonstrating good teaching practices at the same time. |
| 1. Learning Activities:
 | Do you want to create any Google Docs ahead of time for collaboration and sharing? |
| 1. Wrap Up:
 | Restate goals/objectives for the session and ask several teachers to discuss how they will use the information gleaned in their teaching |
| 1. Evaluation:
 | Reserve last 5 minutes to fill out online Workshop Feedback form (shared in PD folder) |
| * **Vary the Groupings**
 |  |
| 1. Large Group
 | Presenter gives mini lesson |
| 1. Small Group
 | Focused work - report out (jigsaw works well for this) |
| 1. Individual
 | Depending on goals of workshop |
| * **Vary the Methods and Formats**
 |  |
| 1. Lecture | Mini-lesson |
| 1. Media
 | Video, vimeo, podcast |
| 1. Text Analysis
 | Consider the length of time needed to read and respond |
| 1. Modeling
 | Think aloud, walk through of activity |
| 1. Oral Processing (Discussion)
 | Turn and Talk |
| 1. Active Note taking
 | Stop and Jot; Keep a post-it parking lot |
| * **Differentiate**
 | How can you address meeting teacher needs at different places along the beginner to more experienced continuum with this topic during the session? |
| **Materials** |  |
| * Powerpoint, Prezi
 |  |
| * Handouts, Reading Materials
 |  |
| * Sticky Notes, Writing tools, Poster Paper
 | Post it note Parking Lot |
| **Follow Up** |  |
| * Post handout and presentation to the Literacy Site for future reference (or send to Linda/Evelyn to do this)
 | PD  |
| * Send sign in sheets to Judi Chebator
 |  |
| GO HOME AND HAVE WINE! |  |