

Administrative Actions

To Scaffold Teacher-led PD



- **Create urgency** – Create a sense of urgency for a change in instruction by educating teachers on the higher and more rigorous expectations of the CCSS.
- **Allow for exploration** – Encourage teachers to visit other schools to observe and witness first-hand the programs and curricular initiatives they are interested in (professional days were granted and substitutes were secured).
- **Praise and encourage leadership from within** – Teachers who brought back ideas from neighboring school district visits and implemented new practices were praised and celebrated.
- **Purchased text and materials** – Investing in professional texts shows others that the movement is growing and professional reading is expected.
- **Send a team to training** - Plan for a team to attend professional development training in the area of focus. Allocate financial resources and plan ahead for lodging, transportation, and team-building retreat style activities during trip.
- **Share immediately** - Have the team who attended the PD training share with colleagues immediately! Do not waste time. Continue to build urgency and capitalize on new found enthusiasm. Plan for the time for the team to share.
- **Purchase resources** – If you expect teachers to embrace your new initiative you must give them the proper tools to work with.
- **Keep the conversation going** – Meet with your teacher team often to continue conversation on how the transformation is going, ask how you can be helpful. Then meet with other teams of teachers to gauge their level of comfort with transitioning to meet the goals of the new vision.
- **Model lessons** - Offer to model lessons in classrooms for skeptics illustrating that this is new for everyone.

- **Listen to the opposition** - Meet with grade level teams or individual teachers who are not completely sold on the initiative yet to listen to their concerns.
- **Be redundant** – Constant reminders of the vision and the expectation are important, find as many ways as you can to reinforce the district/building goals at staff meetings, in updates, through emails, professional readings, and through additional resources and professional development offerings.
- **Strategically plan** – Sketch out the ongoing plan for the professional development to continue in your district/building. What will this look like? After school sessions? Meeting together on Saturdays? Who will lead it and write the lessons? Will graduate credit be available? What other incentives can you offer? Plan to be visible in the PD alongside your teachers.
- **Set the stage**- Be purposeful in creating and designing a location and space for professional development in your building where resources are available, visual reminders are positioned on the walls, and table tents facilitate discussion. There should be comfortable seating and a professional atmosphere so that teachers know this is a space reserved for their learning.
- **Continue the praise and celebration** – Pictures of teachers in action were taken and placed on bulletin boards throughout the school. How can you recognize and honor your teachers? Teachers who participated in the professional development offerings received graduate credit and had the choice of receiving a document camera or an iPad 2.
- **Invite neighboring districts** to take part in your on-site professional development offerings to build partnerships. Consider using waiver days, NEOEA day, and consortium opportunities to gather outside teachers at your site and maximize your team's efforts. You can train your own teachers while inviting others to participate as well offsetting costs and resources.
- **Spread the word** – Plan for your teacher team to present to stakeholder groups: consider PTA meetings, board meetings, to other schools in the district, at county administrative meetings, etc.
- **Extend the invitation for other school districts to visit your school** to reinforce the great work your teachers are doing. Show off your teacher leader team by granting them the time to sit and talk with visiting teachers and administrators.

Teacher Leader Professional Development

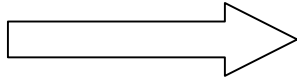
Wish List for Administrators



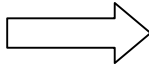
- **Provide for exceptionally high, in-depth training** to expand a potential teacher leader's knowledge in an area that they already show expertise and passion so that they can effectively train others.
- **Ask highly motivated and self driven people who display leadership abilities** to take on this role. It is a time consuming and sometimes exhausting task. This has to be a volunteer with a vested interest in seeing that everyone succeeds.
- **Raise the teacher to a level of "expert"** by suggesting other teachers seek advice and guidance from the teacher leader, allowing for class coverage so that team teaching/feedback can occur, encouraging other teachers to learn from the experts (taking classes, observe the teacher in action, have them lead professional development sessions), and asking the teacher leader for advice in school and district wide decisions regarding their area of expertise.
- **Share the load** by helping where you can so that the teacher leader can focus on the training and not administrative jobs-make copies, handle the graduate credit, gather media, or provide comfortable space for training.
- **Enthusiastically encourage staff to attend trainings offered by teacher leaders.** Attend and participate in all classes, offer incentives for attendance in training sessions, or provide release time for collaboration between teachers to implement training.
- **Recognize the level of professionalism** by paying teacher leaders for their time, covering the costs of materials and trainings, offering graduate credit for teaching the class, writing letters of commendation thanking the teacher leaders for their leadership, time and efforts.
- **Understand** that the teachers have limits in their influence over their peers and should not be put in a position to give directives, or be used to evaluate other teachers.
- **Create a culture in the school which supports teachers as learners too.** Allow time for people to speak freely without fear about what you are trying to implement. Acknowledge in word and action that the process takes different amounts of time for each individual teacher and that success does not come without mistakes and lots of support!

Administrators

Seek out top notch professional develop opportunities



Make a decision on how many people you can afford to send

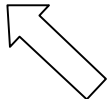


Send the group to the training

Repeat the cycle until staff is fluent, confident and comfortable with the new initiative.

Ask for volunteers

It helps if at least one administration who will be closely tied to the initiate to attend



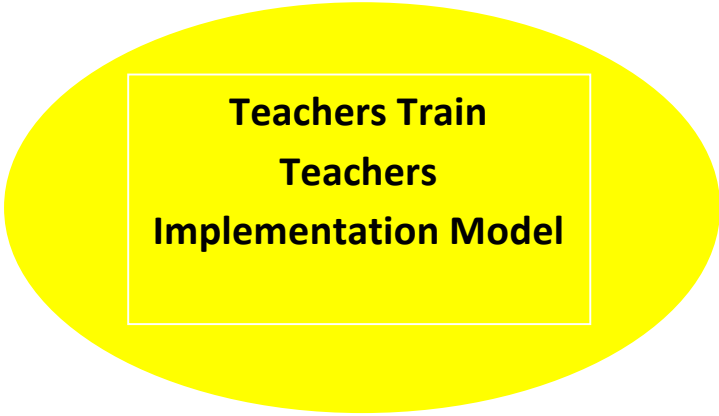
Look for opportunities to train new teachers to further the knowledge of staff.

Select the most enthusiastic staff members

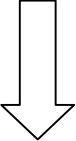
Look for those individuals who are passionate for the initiative

Seek out those who express interest in training staff when they return

This administrator can then help with implementation and support the teachers providing staff development



Teachers Train Teachers Implementation Model



After Return from PD

Hold the Training

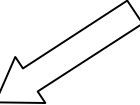
Look for opportunities to further train the same trainers.



PD tem meets to discuss possible ways to train the rest of the staff.

Find funding to reward your teacher trainers for their hard work.

Administrators



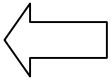
Teacher trainers develop a proposal/outline of instruction for the training.

Small group mtgs with a trainer

Remember this will require ongoing support with implementation.

Large workshops involving everyone

Mentorships

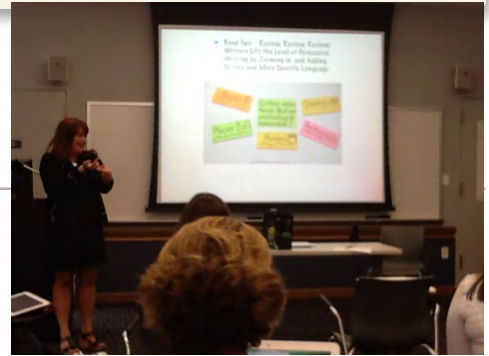


Offer graduate level courses

Change won't happen with just a quick share.

Writing Workshop

Graduate Level Class at Kirtland Local Schools
Fall Semester 2013



Join us to study assessment in the writing workshop framework as well as extras to make your workshop teaching as effective as it can be!

You can look forward to the following elements:

- 30 minute weekly "How's It Going?" encouragement groups.
- Bi-Monthly genre study groups with conferencing support.
- First Saturday of the month institute classes.
- Learn how to effectively use assessment to plan instruction throughout the workshop.
- Learn new tips to connect content areas with writing.
- Make connections between word work and writing.
- Enroll in the class or in a group of interest to you.
- Mini-Lessons included in staff meetings count for credit.
- Apply simple methods for charting student growth in one year.
- 2 credit hours from Ashland University. (Must attend all small group and large group sessions and complete final reflection paper.)

Alysha Needham
School: 440-256-3344

Email:
alysha.needham@
kirtlandschools.org

Email to sign up for
graduate credit.
Sign up in KES office for
non-credit single sessions
(sign up sheet will be posted
on side of mailboxes).

- First Saturday of the Month Institutes: 9:00a-12:00p in the KES Staff Lounge.

Students taking class for credit must attend all three sessions.

Non-Credit students may sign up for any or all sessions of interest.

Session 1: (October 5, 2013)- *Assessment and Checklists*

Session 2: (November 2, 2013)- *Using Assessment to Plan Instruction*

Session 3: (December 7, 2013)- *Writing Information Text Using Inquiry Based Research:
Connecting Reading, Writing, and the Content Areas*

- How's It Going? Encouragement Groups:

Join groups of grade level peers (K-2, 3-4, 5-8) to read and discuss *A Common Core Writing Workshop*, as well as offer and receive support and encouragement through the trials and successes of your writing workshop. Groups will be split into 4-6 teachers and a semester commitment is required of everyone signing up for the group regardless of credit status. The group will meet either during last KES planning period (grades 5-8 only) or after school on a day determined by the group. Groups will be lead by Teacher's College Reading and Writing Project Trained teachers or administrators.

- Genre Study Groups:

Choose a genre of interest (narrative, opinion, or information text) and study the TCRWP qualities of writing in that genre. Explore your own writing, KES/KMS student writing, and exemplar texts in your grade level. Experience and witness teacher/student writing conferencing in that genre and work with a team to align expectations for your grade level. Sessions will be lead by Teacher's College Reading and Writing Project Trained teachers or administrators. Groups will meet for one hour bi-monthly on a day and time to be determined by the group. Groups will be split into 8-10 teachers and a semester commitment is required of everyone signing up for the group regardless of credit status.

- Staff Meeting Mini-Lessons:

During regularly scheduled KES staff meetings there will be 10-15 minute mini-lessons given by KES teachers regarding the basics of writing workshop. These mini-lessons will count towards graduate credit and serve as reminders of good teaching practices/elements of writing workshop and help in achieving writing workshop goals for the year. KMS teachers must watch the videotaped mini-lessons to receive credit. Lesson topics range from effective structures of writing workshop, assessment, and peer writing partnerships. Participation is required for all students regardless of credit status.

To register for the class please tear off
and mail to: **Kirtland Elementary**
School c/o Alysha Needham
9140 Chillicothe Road Kirtland
Ohio 44094

Name _____

School _____

Email _____

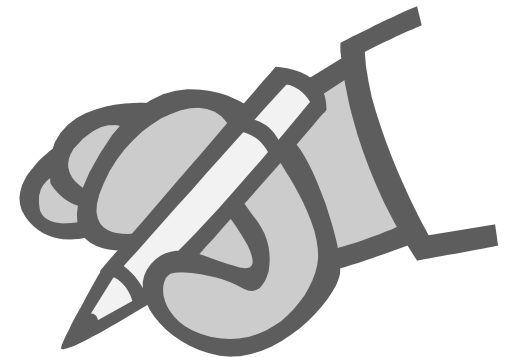
Phone _____

___ *I would like to take the*
class for 1 credit hour from
Ashland University
(approximate cost: \$175)

___ *I would like to take this*
class non-credit

___ *I will attend NEOEA Day*
only.

All About Writing Workshop



What it is, why you
should use it and how to
implement and run an
effective workshop in
your classroom.

Kirtland Local Schools
Facilitated by: Sarah Brown,
Alysha Needham, and
Jessia Ritacco
Adjunct Professor: Patrick Willis

Class Topics

The Basics and Beyond...

Whether you have been using writing workshop for a while, or are just starting on the journey this class will help you develop your knowledge of the Writing Workshop and its purpose in any Language Arts classroom. Study the Reading and Writing Project's model for Writing workshop with the Units of Study writing program. Research the Common Core Writing Standards and how the workshop can help to support the rigor of writing now required of our students. Learn how to structure and manage a workshop and foster the conditions of learning that are essential to student success.

- * *Class will meet on Saturdays at Kirtland Elementary School from 9:00-11:00, except on NEOEA Day (October 12) when class meets from 9:00-2:30.*

Session 1: September 29th 9:00-11:00

- * *The Foundations of Writing Workshop: Explicit Teaching, Real Writing, Everyday!*
- * *The Writing Process: When You're Done You've Just Begun*

Session 2: October 12th 9:00-2:30

- * *Common Core Writing Standards: Yes they can meet the rigor...your workshop will help!*
- * *Conditions of Learning that Support the Workshop: Immersed in Writing Everyday*
- * *Managing the Workshop: Consistent Structures and Predictable Routines in primary and beyond!*
- * *Anchor Charts: The billboards of your teaching*

Session 3: October 20th 9:00-11:00

- * *Teaching Writing Throughout the Daily Workshop: Minilessons for Maximum Learning*

Session 4: November 3rd 9:00-11:00

- * *Small Group Lessons: Making Your Job Easier and Their Writing Better*
- * *Writing Partnerships: "Writer's can't write in a garden of SHHH!"*

Session 5: November 17th 9:00-11:00

- * *Conferencing With Writers: Giving Them More Than Just a Teaspoonful*
- * *Assessment: Qualities of Good Writing*

Session 6: December 1st 9:00-11:00

- * *Trouble Shooting: Getting Through the Hard Moments*
- * *Celebrations: Break Out the Marker!*

"I want teachers to understand that when we teach writing, we are teaching young people to do something. When we teach someone to do anything—whether its to play the oboe, to swim, to make pottery—the learner needs to be doing the thing and we, as teachers, need to establish structures within which learners do the work. We, as teachers, need to hold ourselves accountable for learners doing good work. Our job is to design curriculum so that, over time, we set learners up for success at more and more challenging enterprises. Just as we first help children read very supportive books well and move them onto more challenging texts, we also need to design the curriculum so that writers move along. Finally, we need to coach into what children do so that we help them make great strides as learners...the quality of work that children do has everything to do with the teaching they receive."

-Lucy Calkins