Leading Educators in Authentic Development: Authenticity (Session 1 of 4)

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Published by *K20 Center*

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Time Frame 4 hrs

Essential Question(s)

How do the components of authentic instruction support meaningful learning and college and career readiness?

Summary

The Leading Educators in Authentic Development (LEAD) workshop is a series of professional learning sessions that develop teachers' skills in leading professional development at their school sites. This workshop features four sessions over a two-day period. This first session, Leading Educators in Authentic Development: Authenticity, focuses on developing a foundational understanding of Authenticity, the goals of the professional learning series, and the purpose of the LEAD program. Participants will get to know each other, explore the Components of Authenticity, and reflect on college and career readiness skills. Finally, participants will reflect on strategies used and consider how to use them at their schools.

Learning Goals

Recognize and understand the role of Authenticity in student learning and postsecondary readiness.

Standards

National Educational Leadership Preparation (NELP) Program Recognition Standards District Level (District Level)

4.2: Component 4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
4.2.CK: Content Knowledge: Program provides evidence of candidate knowledge of:
4.2.CK.b: Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
4.2.CK.c: Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)
4.2.ELS: Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to:
4.2.ELS.b: Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success

Attachments

- Agenda—LEAD and Authenticity.docx
- Agenda—LEAD and Authenticity.pdf
- Authenticity Anchor Chart template—LEAD and Authenticity.pptx
- Components of Authenticity—LEAD and Authenticity.pdf
- Instructional Strategy Note Catcher—LEAD and Authenticity.docx
- Instructional Strategy Note Catcher—LEAD and Authenticity.pdf
- Session Slides—LEAD and Authenticity.pptx

Materials

- Session Slides (attached)
- Access to Google Slides, PowerPoint, etc., for an optional activity
- Candy for Sweet Talk (a variety that includes at least three kinds of candy; at least one piece of candy per participant)
- Components of Authenticity reading (attached; one per participant)
- Agenda (attached; one per table/group)
- Instructional Strategy Note Catcher sheet (attached; one per participant)
- Authenticity Anchor Chart template (attached and linked; one copy per participant)
- Sticky notes (at least two per participant)
- Pens/pencils
- Chart paper and tape (at least four sheets)
- Markers

Recruitment and Application

Leading Educators in Authentic Development (LEAD) is designed for educators interested in facilitating authentic professional development and mentoring other educators in their school. This program is best suited for district-level, or broader, professional learning.

We encourage you to require an application, review, and approval process to ensure you recruit educators with the following qualifications:

- At least 3 years teaching any subject at any grade level
- Able to provide professional learning experiences throughout the year
- Is well respected by the faculty within the school
- Expertise in their field and sound pedagogy
- Desire to share ideas and approaches with other teachers
- May or may not currently be in a leadership position within the school

Prework

To make the most of your time together, provide the following prework for participants to complete prior to beginning this session. Alternatively, have participants complete this activity at the start of the session.

1. Provide each participant a copy of the **Components of Authenticity** reading. Let participants know they can open the document in Google, Word, or print off a paper copy if they prefer.
2. Ask participants to use the Why-Lighting strategy to highlight and explain words and phrases important to them in the text. Those choosing to use Google Docs or Word can use the comment feature for their explanations.
3. After completing the reading and why-lighting, participants use the Anchor Chart strategy and the **Authenticity Anchor Chart** template for two of the four Components of Authenticity. For each of the two chosen components, they write a summary, insert an image, and share an instructional strategy that supports student learning.
4. Provide participants a link to a digital folder in OneDrive or Google Drive. Ask participants to add their Why-lighted Components of Authenticity and Authenticity Anchor Chart to the folder, or print off their documents and bring them to the first session.

65 minutes

Engage

Facilitator's Note: Preparing for the Session

Have handouts and additional resources available on participants' tables as they arrive. Each table should get a pad of sticky notes and a copy of the **Agenda**. Each participant should receive a copy of the **Instructional Strategy Note Sheet** handout.

Write the name of each of the four Components of Authenticity on chart paper and place these four posters around the room for the bellringer and Explore activity. This session requires participants to work in groups and move around the room. As the facilitator, make sure space is available for appropriate movement and group work.

As facilitators, insert your names, titles, and schools in **slide 3**.

Change the names of the candy on **slide 9** if needed, depending on what candies you have.

This professional development session also contains an online Mentimeter activity. Therefore, internet access is needed during the presentation. Create a Mentimeter poll prior to the presentation to be shared with participants. Include the menti.com access code and a QR code on **slide 18**.

Please check internet access prior to the beginning of the session or send the links to a school liaison to verify access.

Display **slide 2** and greet participants as they enter the room. Instruct participants to fill out a sticky note for each instructional strategy from their Why-lighting prework and place it on the bottom part of the poster that best reflects the purpose of that strategy within the Authenticity Framework.

Briefly mention the agenda and the **Instructional Strategy Note Sheet**. Inform participants they may see some unfamiliar instructional strategies on the note sheet. These new strategies will be introduced to them throughout the sessions. These strategies are tools to support higher-order thinking in authentic ways. Encourage participants to use their note sheet to jot down ideas for how they would personalize the strategies for the specific needs of professional learning they facilitate. Within the presentation, time is allotted to allow participants to reflect on the strategies.

Display **slide 3** and introduce yourselves, then provide time for participants to introduce themselves. Next, display **slide 4** and provide background information on the GEAR UP grants. Transition to **slide 5**. If your district is not a GEAR UP grant recipient, you can still benefit from the GEAR UP grant goals, which include:

- Goal 1—Increase the percentage of students who are academically prepared for postsecondary education upon graduation.
- Goal 2—Increase the high school graduation rate and postsecondary education enrollment rates.
- Goal 3—Increase expectations and students' and families' knowledge of postsecondary education options, preparation, and financing.

Facilitator's Note: Goals

This professional learning series is designed to meet GEAR UP goals. Feel free to update **slide 5** to add your own school or site goals.

Transition to **slide 6** and share what the research says about shared leadership. Facilitate a brief discussion that addresses the questions "What is shared leadership?" and "Why do we use shared leadership in LEAD?" Transition to **slide 7** and play the LEAD: Leading Educators in Authentic Development video to share what others have to say about this workshop.

Embedded video
https://youtube.com/watch?v=Br35tZsaApI?si=0n93sqLL5KZa1b27

Facilitator's Note: What the Research Says

To prepare to lead the discussion, you may want to read more about the K20 IDEALS: Leadership and what the research says about shared leadership. Below are some highlights:

What teachers do in a shared-leadership environment:

- Identify student needs and advocate for them
- Participate in dialog toward a shared vision and growth
- Contribute to the decision-making process
- Express and build relational trust across the school community
- Provide feedback to and encourage growth in colleagues
- Take creative and collaborative ownership of lesson design and curricular planning
- Reflect on their practices and beliefs

How shared leadership benefits students:

- Developing teachers ensures growth is sustainable in the long term.
- Building empowerment, trust, and self-efficacy helps teachers feel valued and connected to their school and the profession, which has powerful implications for long-term retention.
- Shared decision-making paves the way for school communities to contribute to organizational goals. It is also critical for making improvements in practice.
- Once teachers become more confident in engaging consistently and regularly with other staff around shared goals for students and schools, they can begin to engage with the families and communities they serve (Shields & Hesbol, 2019).
- Schools are empowered to better serve their communities when teachers are supported through the inquiry process and when they are encouraged to have open and honest discourse about how to provide authentic educational experiences for students.

View the full works cited for Leadership research on our website.

Transition to **slide 8** and pass out candy to introduce participants to the Sweet Talk strategy. Allow participants to take one candy each, and then instruct them to find a partner; someone they don't know who has the same piece of candy. Move to **slide 9**. Be sure to update slide 9 with the types of candy you have available. Participants will discuss their assigned candy question with their partners. Allow at least three minutes for discussion. After the discussion has ended, instruct participants to find a different partner with a different type of candy. After finding their new partner, participants will discuss the questions tied to their candies.

Share the Essential Question and Learning Objective on **slides 10 and 11**.

65 minutes

Explore

Ask participants to get their Components of Authenticity with the why-lighting and find a partner. Move to **slide 12** and share the instructions for Think-Pair-Share: "Use your why-lighting to summarize Authenticity in your own words and to discuss how Authenticity supports student learning."

Transition to **slide 13** and direct participants to select one of the two Components of Authenticity they chose for their anchor chart. Ask them to move to the corresponding Four Corners poster for that component. Request that participants form groups of no more than six. After participants have chosen a poster, ask groups to discuss the importance of their Authenticity component.

Facilitator's Note: Four Corners Activity

The four Components of Authenticity posters should be posted around the room in different areas ahead of time. Corners are often used since there are usually four in a standard room and they easily separate the groups. View an example of posters created from a previous session.

Display **slide 14** as you provide instructions for how to create the Color, Symbol, Image (CSI) poster. On labeled (titled) chart paper, each group will complete three tasks.

1. First, above the title on the poster, participants must summarize their component of Authenticity and how it supports student learning.
2. Next, participants must choose a color they feel represents their component, draw a symbol that represents their component, and craft an image to illustrate an image or scene that relates to the component of Authenticity.
3. Finally, below the title, participants must select an instructional strategy that reflects this element of Authenticity.

Possible Responses

- "Pose a question before the content/subject material is taught."
- "Allow students to activate their prior knowledge."
- "Use students' prior knowledge to help them make connections to new content."
- "Make the lesson relevant to the world outside the school by using social issues to stimulate conversation."

Transition to **slide 15.** Go through the strategies as a group. Strategies reviewed in this activity include Why-Lighting, Anchor Chart, Sweet Talk, Think-Pair-Share, Four Corners, and CSI. Quickly discuss each strategy individually. Help participants write down what each strategy is and how they might apply it in their classrooms. Share out something you heard from another participant that you thought was a great idea of how to implement.

This is a good place to take a break. Transition to **slide 16** and give participants a short break.

30 minutes

Explain

Facilitator's Note: Sharing the Mentimeter

This section uses Mentimeter. Be sure to create your Mentimeter presentation a few days before your session and set the access code expiration. You can find this at Menti > Share > Participants. You will find a drop-down menu at the bottom of the pop-up window. Update **slide 18** with both the Menti code and QR code.

Display **slide 17** and ask participants to think with their table and generate a list of as many skills that students need to be successful in their career or college as possible.

Display **slide 18** and have each table add four or five phrases from their list on Mentimeter to generate a Collaborative Word Cloud. Allow each group a few minutes to decide which phrases to share, and to contribute their post to the word cloud.

55 minutes

Extend

Next, transition to **slide 19**. Ask participants to examine the skills they previously identified in the Mentimeter word cloud. Have them compare these skills to the key elements of Authenticity. Remind everyone that the essential question for this session is: "How do the components of authentic instruction support meaningful learning and college and career readiness?"

Divide participants into pairs, and instruct the pairs to stand up and find a quieter place in the room. Transition to **slide 20**.

1. Instruct each pair to select one Component of Authenticity.
2. Ask partners to craft a 60-second Elevator Speech that describes their chosen element of authentic instruction and its role in fostering college and career readiness.
3. Once prepared, one partner delivers the speech while the other listens critically to provide feedback.
4. Teams debrief using the Two Stars and a Wish instructional strategy. Transition to **slide 21** for participant reference during reflection.
5. Partners switch roles to repeat the process.
6. If time allows, change partners for an additional round of speeches and feedback.

25 minutes

Evaluate

Transition to **slide 22.** Go through the strategies in the Instructional Strategy Note Sheet as a group and help participants write down what each strategy is and how they might apply it with their colleagues. Quickly discuss each strategy and tool individually. Share out something you heard from a participant that you thought was a great idea of how to implement. Strategies reviewed in this activity include Collective Brain Dump, Mentimeter, QR Codes, Collaborative Word Cloud, Table Talk, Elevator Speech, and Two Stars and a Wish.

Research Rationale

GEAR UP programs will use a professional development approach to help teachers translate research findings into pedagogy, allowing them to focus on student-centered learning by engaging students in authentic, complex tasks guided through inquiry and discourse (Jeter et al., 2018; Stroukoff et al., 2018). Student-centered learning emphasizes learning strategies and instructional sequencing, providing deeper conceptual understanding (Tornwall, 2017) and increasing the likelihood of transfer to real-world situations (White et al., 2017).

Resources

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