Leading Educators in Authentic Development: Supporting School Improvement

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Time Frame 9 hours

Essential Question(s)

How can we, as professional learning facilitators, authentically support school improvement through effective instructional strategies?

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 one session over a one-day period. This session, Leading Educators in Authentic Development: Supporting School Improvement, focuses on identifying strategies that will support their site's improvement goals. Participants will experience a model professional development (Instructional Strategy Café). They will then explore strategies that align with their site goals. Participants will develop and facilitate activities for teachers to explore the strategies.

Learning Goals

- Identify the ideal qualities of a professional learning facilitator and participant.
- Connect modeled and selected strategies to authentic practices.
- Create a plan for the implementation and support of newly learned strategies.

Attachments

- Agenda and Note Catcher—Supporting School Improvement.docx
- Agenda and Note Catcher—Supporting School Improvement.pdf
- Authenticity Honeycomb Harvest Cards—Supporting School Improvement.docx
- Authenticity Honeycomb Harvest Cards—Supporting School Improvement.pdf
- Authenticity Job Aides—Supporting School Improvement.pdf
- Authenticity Reading—Supporting School Improvement.pdf
- Exquisite Facilitator-Participant—Supporting School Improvement.pdf
- Give Get Reflect—Supporting School Improvement.docx
- Give Get Reflect—Supporting School Improvement.pdf
- Human Bingo—Supporting School Improvement.docx
- Human Bingo—Supporting School Improvement.pdf
- Instructional Focus Prework Note Catcher—Supporting School Improvement.docx
- Instructional Focus Prework Note Catcher—Supporting School Improvement.pdf
- Instructional Strategy Cafe Menu—Supporting School Improvement.docx
- Instructional Strategy Cafe Menu—Supporting School Improvement.pdf
- Paper Telephone Prompts—Supporting School Improvement.docx
- Paper Telephone Prompts—Supporting School Improvement.pdf
- Presentation Slides—Supporting School Improvement.pptx
- SCORE Reflection—Supporting School Improvement.docx
- SCORE Reflection—Supporting School Improvement.pdf
- Strategy Links—Supporting School Improvement.pdf

Materials

- Instructional Focus Prework Note Catcher (attached; one per participant)
- Presentation Slides (attached)
- Agenda and Note Catcher (attached; one per participant)
- Exquisite Facilitator/Participant Posters (attached; one per participant)
- Colored pencils, markers, or crayons
- Instructional Strategy Café Menu
  (attached; one per participant)
- Chart paper
- Small sticky notes
- Handouts and supplies for strategies of choice: (These will change as you switch strategies for this section.)
  - Commit and toss—sticky notes
  - Paper Telephone—Paper Telephone Prompts handout (attached; one page per participant)
  - Take a Chance—dice & blank paper
  - Detective Board—chart paper & string (different colors)
  - Thinking Hats—blank paper
  - Picture Yourself—blank paper & art supplies
  - Aha! Huh? Uh-Uh—Authenticity Reading handout (attached; one per participant) & sticky notes
  - Give, Get, Reflect—Authenticity Reading handout & Give, Get, Reflect handout (attached; one page per participant)
  - List of 8—blank paper
- Strategy Links (attached; one per participant)
- Authenticity Honeycomb Harvest Cards
  (attached; one per participant)
- Authenticity Job Aides
  (attached; one per participant)

- Human Bingo Cards (attached; one page per participant)
- SCORE Reflection (attached; one per participant)

60 minutes

Prework

The prework can be assigned prior to the session, or done at the beginning of the session using the hidden **slide 2**.

Instruct participants to think about their colleagues/team, the students, and the instructional needs or support their site discusses most. They should mark on their **Instructional Focus Prework Note Catcher** one of the following areas:

- Fostering student engagement
- Supporting teacher/student relationships
- Creating data-driven instruction/formative assessments
- Supporting intentional student conversations

Ask participants, with this focus in mind, to navigate to the LEARN website and sign in. If they haven't created an account, ask them to use their school email to create one.

Then ask them to go to "Search" in the left navigation menu, click, and locate the "Instructional Strategies" tab in the navigation menu across the top of the page.

Here, participants explore and find three instructional strategies that would support the area of focus they chose from the list above. Ask them to mark these as favorites by clicking the bookmark icon in the top right corner of the preview card that shows in their search results. Also ask them to write down their top three strategies that they feel will best meet the chosen focus and why they think these strategies could help. This will make it easier for them to find these strategies when they arrive at the session.

60 minutes

Engage

Facilitation Note

If you want to use a Mentimeter for collecting responses as participants enter, you will need to set it up and place the info for the Menti you created on to slide 3.

As participants arrive and settle in, display **slide 4** with instructions on how to access the Mentimeter. Participants will answer the prompt "How have you grown this year?" on the Mentimeter. When it is time to begin, pull up the Mentimeter responses and read some out loud. Congratulate participants on what they have learned this year and let them celebrate each other for a few brief moments.

Then distribute the **Exquisite Facilitator/Participant Posters** and display **slide 5**.

Using the Looks Like, Sounds Like, Feels Like strategy, each participant will use the poster format in which half of the image depicts someone they believe is an exquisite facilitator. On the opposite side, they will draw someone they believe is an exquisite PD participant. This doesn't have to be an actual person they know; it can be a visual representation of what they admire most in each of those roles. Encourage participants to represent however they feel most comfortable—drawing, coloring, words, symbols, etc.

Remind them they have 15 minutes to color, and to use the full time available. Then have them share their drawings at their table. Allow a few moments for the whole group to share or have participants lay out their drawings and do a quick Gallery Walk of the whole room.

Move on to **slides 6–7** and share the essential question and learning objectives that will guide their learning for the remainder of the session.

120 minutes

Explore

Presenter's Note: Preparation

Before beginning this session, prepare posters for the following activity by creating three columns on each of three chart papers. Label the columns with the nine strategies from the Instructional Strategies Café Menu handout. One poster will have all the appetizers, one with all the main course options, and one with all the desserts. These strategies can be swapped out with any strategies that you see as most useful for your participant audience.

Print out enough Paper Telephone Prompts for all groups on color paper (or thicker paper).

Display **slide 8** and inform participants that you will be modeling a professional learning session that they can easily adapt and take to their schools to support their colleagues. We call the format of this kind of session an Instructional Strategy Café. They will be given options of what strategies they want to explore, like courses of a meal at a restaurant.

Display **slide 9** to share the Instructional Strategy Café session objectives with participants.

Transition to **slide 10** and inform participants that they can use this link to access digital versions of all of the materials we will be using in the session today.

Pass out the attached **Instructional Strategies Café Menu**. Ask participants to review the menu and choose three instructional strategies they want to explore, one from each category: Appetizers, Main Courses, and Desserts.

Once participants have selected three instructional strategies, they will complete the Sticky Bars strategy. Display **slide 11** and ask them to take one small sticky note and place it on the poster paper for each category, creating columns above or below the name of the strategy they would like to explore further. You will present and use the three strategies that most of the group chose.

After participants have voted, update and present **slide 12** to reveal the winning strategy for each course. Inform participants that several new strategies will be introduced throughout the session today, and we will reflect on and discuss how these strategies can be used to support improvement in their schools.

Make sure each participant has a copy of the attached **Agenda and Note Catcher** (pictured on **slide 13**). Explain that we will return to this page multiple times to take notes throughout the session and add ideas on how each strategy we explore can be used in their school.

Presenter's Note: Strategy Slides

Be aware that, from this point forward, you should skip the slides not selected by participants during the Sticky Bar activity. The strategy slides are as follows: Commit & Toss (slides 14–15), Paper Telephone (slide 16), Take a Chance (slides 17–19), Detective Board (slides 21–23), Thinking Hats (slides 24–29), Picture Yourself (slides 30–31), Aha! Huh? Uh-uh (slides 33–34), Give, Get, Reflect (slides 35–38), and List of 8 (slides 39–43).

Appetizers

1. Commit & Toss: Introduce the strategy on **slide 15** and then move to **slide 16** to present the prompt, "What is freedom?" Then have participants write their response on scrap paper, crumple it, and toss it across the room. Participants will pick up another person's paper, uncrumple it, and read it. Ask for some volunteers to read their papers aloud to the whole room.
2. Paper Telephone: Present the strategy on **slide 17** and pass out the **Paper Telephone Prompts** handout. (Ideally, these are printed on color paper or slightly thicker paper, so participants can't see through it when folded.)
   Ask participants to arrange themselves in groups of five and have pens or pencils they can use to draw. Hand out the prompts to one person per group and instruct each person to ensure they are the only person at their table who can read their prompt.
   Designate a bell or cue to let participants know when to pass their handout. First, each player reads the prompt at the top of their template, folds the page back to hide the prompt from the next person, and then draws their first illustration of that prompt. At the cue, everyone will pass their folded handout to the person on their right. This person will look at the illustration in front of them and then write words to describe the illustration in the next section of the template. They will fold the illustration back to hide it from the next person and pass to their right. The next player will create a new drawing to represent the words written by the person before them, then fold the section with the words the previous player wrote back and then pass to their right. The final participant will write one more time a few words to describe what they see in the drawing and pass to the right one final time. This should bring it back to the first person who had the prompt. This person will unfold the handout and share their handout with their whole table from the original prompt through all interpretations.
3. Take a Chance: Introduce the strategy on **slide 18** and divide participants into groups of 3. Move to **slide 19** with instructions for the activity and give each group two dice or one double die. Confirm that everyone is clear on the instructions, and then move to **slide 20** with the questions for each round. Tell groups they may take some time to think about the questions individually. Then have each person in a group take turns responding. A turn looks like this:
   (1) Roll the die.
   (2) Add the numbers, and say the sum.
   (3) Answer the question using a number of words equal to the sum.
   Continue until all group members have answered the first question, and then do another round with the second question.

Main Courses

1. Detective Board: Display **slide 22** and create groups by counting participants off 1–5. Provide each group of 5 with their group number and a poster with one of the Es from the 5E model (Engage, Explore, Explain, Extend, Evaluate) written at the top. Display **slide 23** and instruct participants to make a poster showing how they can make their E engaging as presenters. This could include a list of strategies, characteristics of facilitating that E, components of Authenticity, etc.

   Then move to **slide 24** and facilitate a share-out. Each group will share one item from their poster. If that same idea is on another group's poster, use string to connect them. Have groups take turns sharing items and making connections for as long as time allows.
2. Thinking Hats: Display **slide 25** and arrange participants in groups of 6. Assign a color to each group member (White, Green, Yellow, Red, Black, Blue). Then move to **slide 26** and give participants time to find their hat assignment based on their color:
   - The detective (white hat) - values facts
   - The creative (green hat) - no-bad-ideas attitude
   - The optimistic (yellow hat) - champions others' ideas
   - The thoughtful (red hat) - considers feelings
   - The cautious (black hat) - identifies risks
   - The conductor (blue hat) - summarizes ideas.

   Next, set up the space where groups have a partner group. One group will discuss using these hats/roles, and their partner group will observe and take notes. Later, they will swap.

   For the first group, use prompt #1 on **slide 27**, "Discuss what you've learned about professional development and supporting your school through this program." Set a timer for 2–5 minutes. After the time is up, move to **slide 28** and ask the observing group to share what they noticed. This can be more organic in this first round. If it doesn't naturally come up in the sharing, ask if every "hat" had a chance to speak and if they could easily tell who was wearing which hat.

   Have the groups switch roles so that those who were observing are now in the middle and those who were discussing are observing. Display prompt #2 on **slide 29**, "Brainstorm issues students might want to address with a school administrator" and "Write a mock proposal." Set a timer for 2–5 minutes. After the time is up, ask the observing group to answer the questions on **slide 30**, "How did the group organize their conversation?" and "How did having roles enrich the process?"
3. Picture Yourself: Move to **slide 31.** Have participants work with a nearby elbow partner, or intentionally pair participants with different roles/schools/backgrounds. Make sure everyone has paper and art supplies of some kind. Display **slide 32**, and ask everyone to individually draw a picture of themselves as an early-career teacher experiencing a PD for the first time. Explain that when partners are done drawing, they should discuss what they drew and how they would support the teachers represented in their drawings. After discussing, provide time for participants to add to their drawings based on what they discussed.

Desserts

1. Aha! Huh? Uh-uh: Display **slide 34** and distribute the **Authenticity Reading** and sticky notes. Count participants off in groups of four and assign them the numbered sections of the reading. Each participant should read the introduction and the conclusion along with the section matching their number. Then move to **slide 35**, displaying the reflection prompts. After they have read their section, have participants respond to the prompts, writing their responses on the sticky notes. This should take 5–10 minutes. Once everyone has read the prompts and written their reflections, reorganize participants into groups that read the same section and have them share and respond to one another's reflections. After about 5–10 more minutes, conduct a whole-group discussion, allowing each group to share a summary of their discussion.
2. Give, Get, Reflect: Display **slide 36** and distribute the **Authenticity Reading** and **Give, Get, Reflect** handout. Each participant should read the introduction and the conclusion along with the section listed at the top of their **Give, Get, Reflect** handout (these can be printed on different colors to help differentiate). Then move to **slide 37** with instructions. Participants will read their section and write in the "Give" section of their **Give, Get, Reflect** handout key ideas to share later from their section of the reading. Move to **slide 38**. Have participants partner with someone who read a different section and share their "Give" notes, writing what their partner has shared with them in the "Get" portion of their handout. Participants should switch partners until they have met with someone from each of the four reading sections, taking notes in the "Get" section of their handout each time. After everyone has switched partners three times, move to **slide 39.** Have participants write in the "Reflect" section of their handout ideas about how they can support their colleagues with the development of authentic teaching and learning practices.
3. List of 8: Display **slide 40** and divide participants into teams of 3–4 as evenly as possible. Each group will need a utensil to write with and something to write on, such as a whiteboard, chart paper, etc. Each group should assign one person to be the recorder, who will write down responses from each group member. Move to **slide 41** and show the instructions for the activity. There will be three rounds. Each round will have a theme/prompt. When the timer starts for the round (about 1 minute) each group member should go in turns clockwise, coming up with an answer to the prompt. Team members can say pass if they don't develop something quickly enough. The first team to 8 answers wins the round. **Slides 42–44** have the prompts for each of the three rounds. Feel free to modify these prompts to topics that are relevant to the learning for your professional development day.

After modeling the selected strategies from the list above, have participants reflect using the Rose, Bud, and Thorn strategy. Display **slide 45** with the following prompts:

- **Rose:** What strategies are you already using that work great?
- **Bud:** What new strategies would you like to try?
- **Thorn:** What barriers are still in the way of implementing new strategies?

Encourage participants to add their reflections to their Note Catchers.

Have participants discuss at their tables or discuss as a whole group, inviting volunteers to share. After this is a good place for a break. Display **slide 46** and allow participants 10 minutes.

Following the break, use **slides 47–52** to give participants practice applying strategies they have learned and exploring new strategies as they would apply to particular scenarios a teacher leader might face in their school. Make sure everyone has access to the **Strategy Links** document for a curated list of strategies they can explore, to choose one they feel is a match for the scenarios as they are presented. Pause on each slide, present the scenario, give participants some time to select a strategy, and then ask for a handful of volunteers per scenario to share which strategy they chose, how they would use it, and why. The **Agenda and Note Catcher** can be a place for them to write down their reflections for each scenario.

60 minutes

Explain

Distribute the **Authenticity Honeycomb Harvest Cards** and the **Authenticity Job Aides**, then display **slide 53**. Have participants work with a partner to arrange the Honeycomb Harvest cards in whatever way they feel makes the most sense. Reinforce for them that there isn't one correct way to do this. After both partners are happy with their arrangement, have them work with a neighboring partner, look at how they have chosen to arrange their cards, and discuss their differences in approach with each other.

Then bring the whole group together and ask a few volunteers to share the differences they saw in arrangements and any insights this activity gave them.

Move on to **slide 54** and direct participants to their **Agenda and Note Catcher**. Provide time for them to individually brainstorm and take notes on ways to use the strategies demonstrated so far in their role. Then allow them to share at tables and/or with the whole group.

Facilitation Note

This is the best place to take a lunch break (**slide 55**). If you move lunch to a different place, also move the re-engage to directly after lunch.

Re-Engage

Before moving into the next section of the session, help participants relax and get to know each other a little better using the Human Bingo instructional strategy. This will re-engage them socially and make preparations for their presentations less tense. Display **slide 56** as you hand out a **Human Bingo Card** to each participant. Give them instructions to visit others around the room:

"When you meet someone, share your bingo cards and find out if there is a square on the card that describes you, to which you can sign your name. And they will look for a square on your card that describes them and sign their name. The first person to have all the squares in a row signed by different participants can call BINGO! (No more than one square can be signed by the same person.)"

120 minutes

Extend

Have participants pull out their **Instructional Focus Prework Note Catcher**. Display **slide 57** and ask participants to move into small groups of 3–5 with others who selected the same area of instructional focus during the prework. Direct them to share in their groups, ensuring each member gets a turn to speak about why they selected this area of focus.

Display **slide 58** and have participants sign into LEARN and find the "Favorites" section of their "My LEARN" screen. Then move to **slide 59** and provide time for participants to build an instructional strategy café, much like the one they've experienced today, that uses strategies to support the instructional focus they selected. For the sake of this professional learning session, each individual should select one of their three favorite strategies from their prework (discuss within groups so there are no duplicates) and spend time preparing to present that one. Each participant will develop a short instructional activity that models the one selected strategy. They should prepare their strategy while keeping in mind how they would take it back to their site and share it with their colleagues.

Have participants add their strategy activity to a single slide show. Once everyone has added their strategies, this slide deck will be a bank of ideas that participants can use and pull from in presentations they wish to give to their staff.

Display **slide 60** and have each participant facilitate their strategy either to the whole group or in their small groups, depending on the size of the group and time allowance. Following each facilitation, have a reflective conversation with the group using the **SCORE Reflection** handouts.

If facilitated in small groups, return to a whole group and display **slide 61**, then provide time for participants to explore everyone's contributions to the slides. Have them select three strategies from the slides to add to their Note Catchers. Remind participants to star these slides so they can use them to build Instructional Strategy Café slides for their own site.

Move on to **slide 62** for a whole-group discussion. Provide a few moments for individual reflection on the following questions:

1. What strategy did you use to support your targeted instructional focus?
2. What went well during the supported practice?
3. What would you do differently?
4. How will you plan to share this with your colleagues (PLC [professional learning community], 1:1, whole-staff PD, etc.)?

Have them chat at their tables for a few minutes, then ask each table to report on the ideas that they discussed.

60 minutes

Evaluate

Take a quick break (**slide 63**) if needed before one final activity. Then display **slide 64** and have participants locate the **Authenticity Job Aides** they used earlier in the session. Ask them to read it through the lens of everything they have done in this session today. What aspects of today's learning were demonstrations of the components of authenticity described in this document? Ask a couple of volunteers to share their thoughts out loud on each of the components of authenticity.

Then move to **slide 65**. Ask participants to reflect on their experience today, and on the LEAD program as a whole, using the Quick Write strategy. Ask them to consider how what they have learned will help them in continuing to support any of the following items at their sites going forward:

- College Readiness
- Career Readiness
- Authentic Teaching
- Student Engagement

Have participants choose a writing tool of preference, either pencil and paper or their laptop. Then let them know they will have about five minutes to freely write as much as they can regarding the question on the slide.

Once the Quick Write is finished, you can provide them with the option of sharing their thoughts, either in small groups or with the whole group.

Display **slide 66** and have participants add their thoughts on the strategies they have not yet reflected on (Human Bingo, SCORE Reflection, and Quick Write) to their Note Catcher.

Finally, display **slide 67** and go over Next Steps.

Research Rationale

Another key pillar of effective professional development is to include input, testing, and reflection phases along with instructional coaching and feedback. These phases further expand teacher competencies over long-term, process-centered training, resulting in the further professionalization of teacher leaders (Behr et al., 2020; Curry et al., 2018). These teacher leaders can then offer training to peers and help further disseminate knowledge and develop skills across the organization, ensuring a sustainable professional development model that supports sustained whole-school growth (Behr et al., 2020; Curry et al., 2018). At this stage, the original trainers move into the role of instructional coaches and advisors who support the teacher leaders by answering questions and working through challenges they are facing with training their peers. Instructional coaches also protect the integrity of the training during this phase of implementation. This cycle repeats multiple times to develop a horizontal structure, which results in everyday actions occurring inside the classroom that reflect training and skill development, with support from teacher leaders who are supported by instructional coaches throughout the process (Behr et al., 2020).

Resources

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