

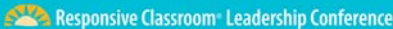
Designing and Leading Professional Development

Presenter:
Sarah Fillion



Must Do

- Memo the Memo-able
- One Focus
- Clear Goals
- Activity



Reach All Audiences

- Agenda
- Connect to big picture
- Invite participation
- Use stories
- Reflect
- Cite sources



Structuring Professional Development

- Choice
- Activity
- Sharing of experience
- Problem-solving
- Connecting with others

 Responsive Classroom Leadership Conference

Faculty Meeting

Goal: To model embedding developmentally appropriate academics into Responsive Advisory Meetings


- **Arrival Welcome** – Greet staff as they come in, using their name
- **Announcements** – Set the tone for working collaboratively
- **Acknowledgments** – Righty-Lefty: say “hello” to those sitting near you
- **Activity** – Read an article focused on the topic of the meeting. Use a strategy from *Energize your Meetings!* such as Say Something, One-Sentence Summary, or Quick Text Analysis

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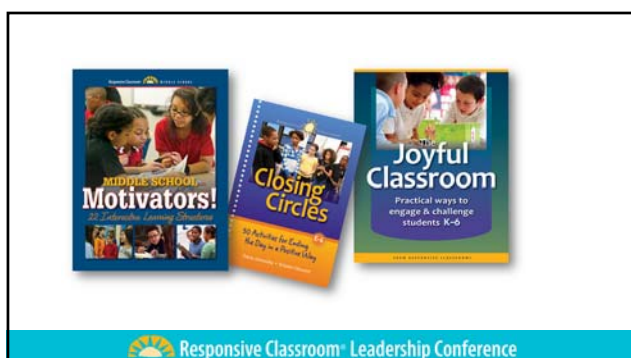
Morning Medleys

Date	Name of Medley	Facilitators
10/26/12	Report Cards	Gary & Team
11/1/12	Chew and Chat – SBRC questions and answers	
11/9/12	Technology in the Classroom – using your iPad	Gary & Team
11/16/12	Guided Reading – Getting It Right	Nicole & Amy
11/30	Class Meetings – when something isn’t working	RC subgroup
12/7	Co-Teaching: Co-Planning	Christine/Jenny/Michele
12/14	Wellness @ the Holidays	Christine & Ryan
12/21	Staff Breakfast	Upper Team (3–6)
1/4/13	Favorite App Medley	Gary & Friends
1/11	Technology Medley – iPad	Medley
1/18	TAR: <i>How to Bullyproof Your Classroom</i> (Chapter 1)	Janet, Kirsten, Michelle

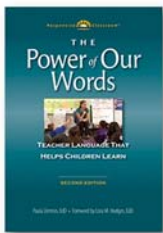
Courtesy of Garfield Elementary School, Fairfax, VA

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Book Study



- All teachers read general characteristics
- Grade levels take one type of language (one chapter) to focus on
 - Present key ideas to whole group
 - Choose how to present

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Structuring Professional Development

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Faculty Meeting: Literacy

Goal: To brainstorm ideas on how we can embed current literacy goals into Morning Meetings

- **Greeting:** Mix and Mingle
- **Sharing:** Partner/small group
- **Activity:** Grade-level work
- **Message:** Used to initiate and reflect learning

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Faculty Meeting: Catch-Up

Goal: To provide an update/overview of various committee work happening throughout the school/district

- **Arrival Welcome:** Give each participant an index card as they enter
- **Announcements:** New learning, how it all connects to the big picture
- **Acknowledgments:** Partner greeting and sharing of committee work
- **Activity:** Committee updates, then Maître d’

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Faculty Meeting: Problem-Solving

Goal: to generate solutions to a problem facing the learning community

- **Greeting:** Group Find
- **Sharing:** Group conversation about the message question
- **Activity:** Structure vertical team problem-solving session
- **Message:** Reflect at end of meeting—how will we know if our solutions are working?

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RCLC Session

Goal: To provide leaders with ideas, strategies, and information to help them plan effective professional development sessions for their staff.

- Audience Preference Activity
- Direct Presentation
 - Designing Professional Development
 - Must Do
 - Reaching All
- Examples of Professional Development
- Application

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Reflect...

- Which of these meetings is one that you could use as a starting point to address professional development topics you need to cover?
- What modifications would you make to meet the needs of your staff?

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sarah@responsiveclassroom.org

www.responsiveclassroom.org

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Presentation Preferences

Friend	Professor
<ul style="list-style-type: none"> • I want the story of the person's experience • I like engaging with others over the material • I want my presenter to make personal connections • I like choosing and relating the topic to myself and others through hands-on/group activities • I prefer presentations that attend to my feelings 	<ul style="list-style-type: none"> • I want the facts behind what's being taught • I like demonstrations, experts giving information, and quotes • I want mastery and competence in my presenter • I like sequence, overt organization, and a detailed bibliography • I prefer presentations that engage me with the facts
Scientist	Inventor
<ul style="list-style-type: none"> • I want the concept and then the data to back it • I want to examine and question the information and hear the answers • I want a presenter who will help me understand and comprehend • I like structure, organization, and being able to make inquiries • I prefer presentations that allow me to formulate ideas 	<ul style="list-style-type: none"> • I want the big picture and room to create the details • I want to work (individual or group) to reorganize what is known and make new connections • I want a presenter who will let me adapt, modify, extend, and explore • I like regrouping the information into new and different arrangements • I prefer presentations that show me all that is possible

Adapted from *How to Make Presentations that Teach and Transform* by Garmston & Wellman, ASCD, Alexandria, VA.