



## Course Follow-up Activities

### Building Teacher Leadership– Paul Kimmelman

**Note:** It is recommended that participants in the video course complete follow-up activities to deepen their knowledge and skills. When these activities are completed in accordance with local staff development guidelines, participants may be able to earn additional professional development credit. Contact your local staff development office for determining how you might receive credit for completing the video program and additional credit for completing follow-up activities.

#### **Activity 1: Select a Teacher Leader Presentation**

A Study Group or work team is a great way to share information and to learn new things in a collaborative way. This structure brings a greater professionalism to the group. Each person grows from the experiment if they contribute to the total outcome of the process, which should be to increase teacher effectiveness, knowledge, and skill. You may access web links to learn more about forming study groups by going to the resources page for this program.

The presentation provided information on responsibilities of teacher leaders. One of those responsibilities is planning and providing professional development to other teachers. There are some presentation materials on the website for the Teacher Leader Toolkit developed for the North State History – Social Science Project. This project was originally developed for use with teachers in this field by Jennifer Metherd, Director of Curriculum at the Glenn County [California] Office of Education and Dale Steiner, History Department at California State University, Chico.

The sample lesson on the *Road to the Constitution* that is used in some of the presentations is specific to that discipline. However, these materials can certainly be used by language arts teachers. Most state assessments in reading utilize Science and Social Studies content as some of the material for assessing comprehension. The other modules are appropriate for any subject area due to the appropriateness of the topics.

The presentations are on these topics: Backwards Planning, Assessments, Rubrics, Primary Sources, and Struggling Readers. Each presentation has a set of slides in PDF format that can be printed as overheads or shown on a video projector as slides. Each presentation has a set of notes for use by you as you present to a group of peers working as a study group. It is suggested that you read the General Presentation Instructions on the home page before beginning. You may also visit the resources page for this course and explore links to the [Understanding by Design Website](#) for more information on *Backwards Planning*.

#### **Your Task:**

Review the presentations on the website <http://munroesystems.com/tim/steinercd/index.html> Plan to make one of the topic presentations to your study group or peers, while keeping in mind the salient points about being a teacher leader in the video presentation. Be sure, as a presenter, that you attend to the customer service aspects of a leader: advance notice with details, being prepared ahead of time, attending to the materials and setting, preparing an agenda, and giving an overview of what is to come at the opening of the session. Monitor

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understanding and feedback throughout your presentation so you will have data for your follow-up questions.

### **Use Handout 4 Follow-up Question Sheet to answer your questions**

#### **Activity 2: Teacher Leader Article Review**

In this activity you will be looking at the characteristics of a teacher leader and the responsibilities of a person seeking to become a teacher leader. You will need these items:

- ✚ **Understanding Limits in Teacher Leaders' Relationships with Teachers** - By Kate Cress and Barbara Miller - [Download PDF file](#)
- ✚ Handout 1 – Teacher Leader Responsibilities (Found on the resources page of this program)
- ✚ Handout 4 – Question Sheet for Follow-up activities

Please download the article and read about teachers and the relationships that are critical for teacher leader success. Print out Handout 1 and review the list of characteristics of a leader and the responsibilities of a teacher leader.

Print out Handout 4 and use it to answer your questions on this activity. You may use Handout 4 for submitting to the professional development director for your school or district for consideration of professional development credit.

#### **Activity 3: Teacher Leader Attributes Self Assessment**

In this activity you be completing a self assessment in attributes of a leader. You will need:

- ✚ Handout 2 Teacher Leader Attributes Self Assessment

The document is divided into two sections. The first part is a self assessment tool for looking at the attributes of a teacher leader and deciding areas in need of improvement.

The directions are at the top of the instrument. The second section is an action plan sheet for planning how you will address any areas you needs to improve. You may print more than one copy of this sheet if necessary.

Note: The first section – the self assessment – should remain with you. It should not be submitted to anyone. It is for you use only as a guide in deciding which areas you may need improving. You might submit the action plan sheet as part of your professional development follow-up package as a plan for addressing issues you have with becoming the best teacher leader. The article [Understanding Limits in Teacher Leaders' Relationships with Teachers](#) may be helpful in making your decisions.

#### **Activity 4: Presenting Resource Articles to Peers**

Go to the Teacher Leaders Network website and scan the [resource articles](#) . Choose one of the articles and read for understanding. Your task is to make a presentation to your study group or peers about the article as part of your role as a teacher leader. On the Follow-up Question forms – **Handout 4**- Describe how you will make the presentation and the important aspects of the article you will share. Describe your method for assessing the understanding of your message?

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When completing all the activities, submit your materials to your professional development director for consideration of points for recertification purposes or professional development credit.