TEACHER LEADER CORPS Year 1 Summary, Year 2 Overview



"...Thank you for making us feel like respected and celebrated professionals."

– Maggie Pasnak



Overview

- TLC Outline
- Year 1 Data Review
- Year 2 Focus on Literacy
- Participant Voice







Teacher Leader Corps - Outline

- 4 teachers from each school
- 5 days of immersive professional learning
- Creation of Learning Labs in each school
- Redelivery of professional development back at the school







Data Collection

- TLC
- Teachers across district

Pre-training

Pulse Check

 During each day of training (5 days)

- TLC
- Teachers across district

Post-Training

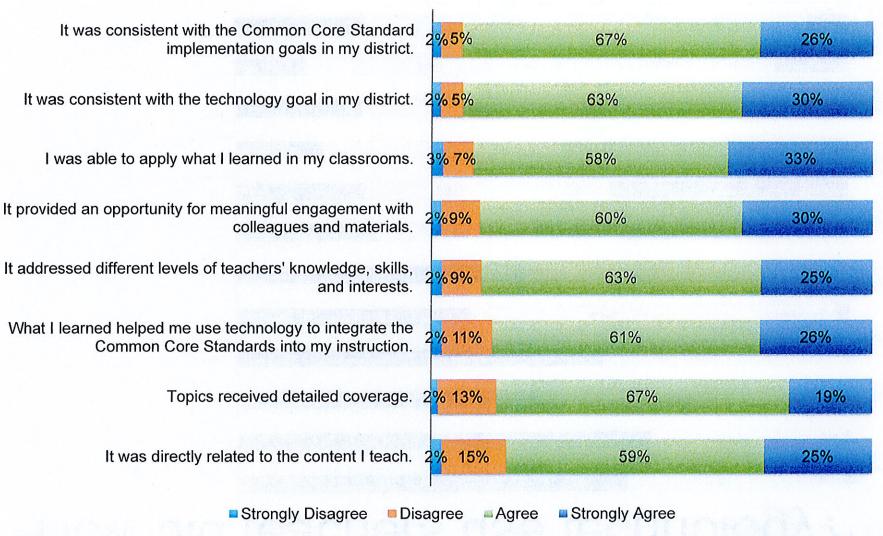






Professional Development

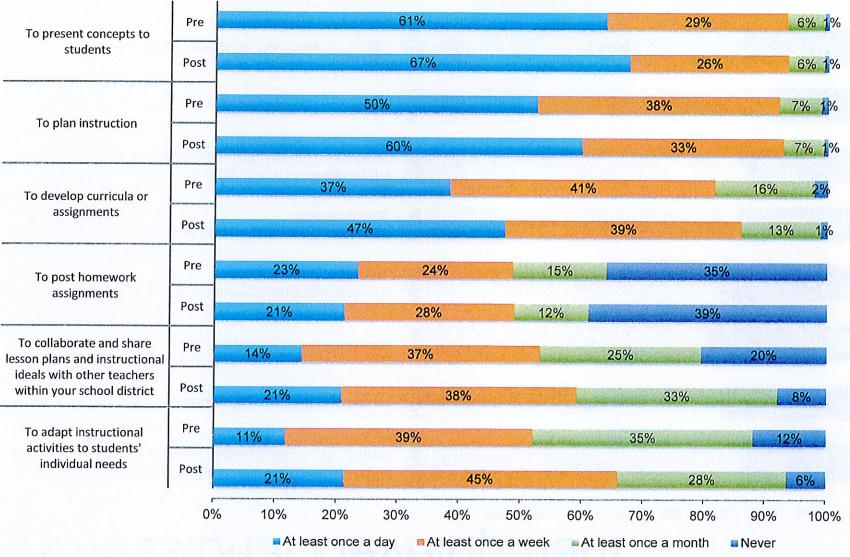
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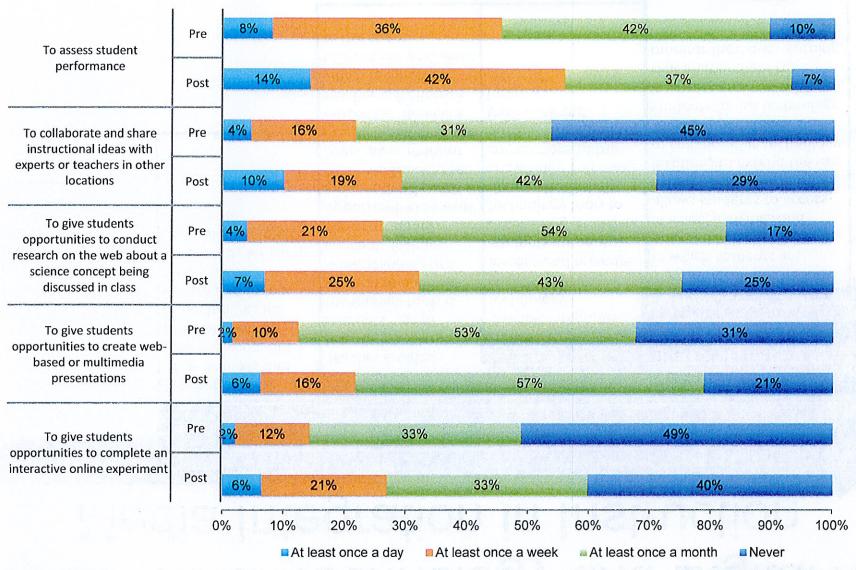








How did teachers use technology?







train model

Levels of Technology and Digital Media Integration in Instruction



Entry

Teacher uses technology and digital media to deliver information to students that is aligned to a specific curriculum and to monitor student progress in acquiring required knowledge and skills

Adoption

Teacher controls type of technology and how it is used, but provides some opportunities for students to follow step-by-step procedures for using technology to build knowledge.

Adaptation

Teacher creates lessons in which students' use of technology tools is integral to building understanding of a concept. Teacher allows students opportunities to work technology tools to independently with other students to set goals, plan, monitor progress and evaluate outside world and to outcomes. However, teacher still chooses which technology tools to use and when to use them.

Infusion

Teacher integrates technology seamlessly into lessons and provides students autonomy in selecting and using demonstrate their knowledge and make connections to the their lives and interests.

Transformation

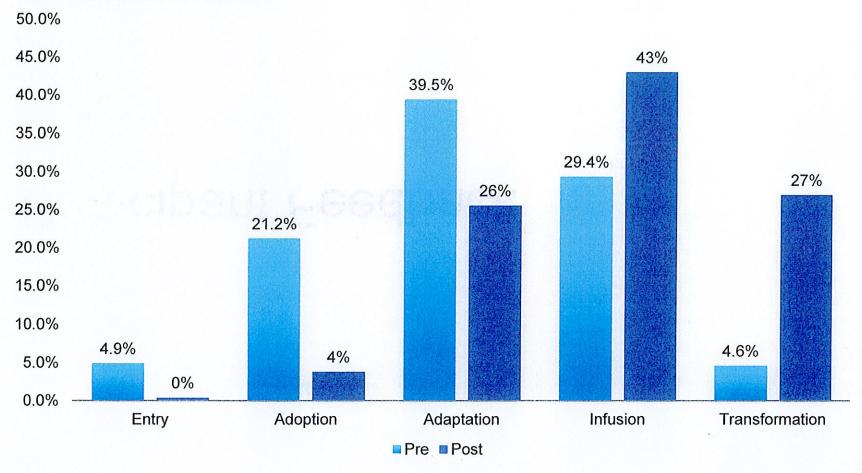
Teacher facilitates lessons in which students are engaged in higher order learning activities and allows students to access experts and peers in other locations to extend the use of collaborative technology. Teacher encourages students to use technology in unconventional ways that enable them to monitor their own learning.





Distribution Along the TIMS Technology and Digital Media Continuum











Participant Feedback







Year 2 Focus

LITERACY is a RIGHT, not a privilege.









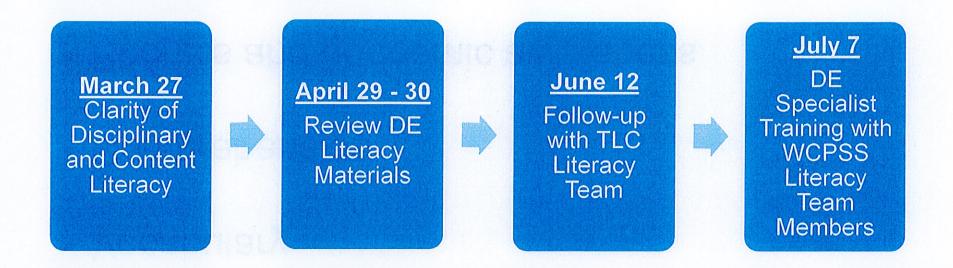
TLC Literacy Implementation Team			
Julie Abdella	ES ELA/SS	Sherri Miller	PreK-12 Literacy
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Laura Cernikova	MS ELA	Sarah Overby	HS English
Mamie Cotton	CTE	Michelle Parkerson	MS Intervention
Sonia Dupree	HS Math	Yolanda Perkins	ES Literacy/SES
Tammy Fuller	ES Intervention	Delynda Ramirez	World Languages
Marlo Gaddis	Instructional Tech. and Library Media Services	Tiffany Stuart	HS SS
Scott Garren	MS SS	Mike Tally	HS Science
Jaymee Gaskins	Secondary Intervention	Rusty Taylor	Library Media Services
Brian Glendenning	Healthful Living	Catherine Trudell	HS English
Michelle Gordon	HS Intervention	Michelle Tucker	ES Math
Cherie Hampton	Professional Development/SES	Susan Viggiano	HS Literacy/SES
Kristen Hellier	K-8 Science	Gwen Webster	ES Intervention
Beth Hodge	Professional Development	Danna Wilson	CTE
Melissa Hurst	MS ELA	Christina Zukowski	MS Math
Krisan Matthews	Title 1	Authorities (State Control of State Cont	300000000000000000000000000000000000000







Collaborative Planning



DE Specialist and WCPSS Literacy Implementation Team







Elementary Literacy Topics

- Setting the stage and fluency
- Vocabulary
- Comprehension
- Phonics and phonemic awareness
- Writing







Secondary Literacy Topics

- Setting the stage and introduction to disciplinary/content literacy
- Content literacy with a focus on authentic text and scaffolding for access
- Disciplinary literacy with a focus on reading and vocabulary
- Disciplinary literacy with a focus on writing
- Consolidating and creating







Participant Voice

