EDUC545 Grade Level Teams Project (GLTP) - Assignment Guidelines

Brief Overview

This is a **Group Project**, whereby each group will develop one or more grade-level teams (GLT) and develop a professional development plan (PDP) for the team to learn one or more *research-based instructional/assessment practice(s).* You will *conceive of*, *propose*, and *design* the PDP <u>as a group</u>. Additionally, each member will then <u>individually</u> begin *implementing* that plan within his or her organization. For example, if your group PDP calls for a series of workshops for 4th grade math teachers to implement new curriculum and/or instructional techniques in order to accommodate **Common Core State Standards,** then you will facilitate at least the first in that series of workshops. This assignment provides you an opportunity to apply specific classroom strategies for enhancing motivation and learning across teacher leadership activities in a specific educational environment, which directly aligns with **KSDE's Teacher Leader Standard 1.** As such, a rubric based on this standard will be used as part of the evaluation of this project.

Managing the Project

Managing the flow of any large project involving multiple people should be approached from many perspectives and altitudes. Understanding where you were, where you are, and where you want to go in relation to any concept, goal, objective, or outcome necessitates conscious thought at many levels. Use this altitude metaphor to help "get your head around" your projects and to frame your conversations, questions, research, reporting, documentation, design and/or presentation.

50,000 ft:
What are the broad learning outcomes of your degree program in general and this course in particular? What are you supposed to know/be able to do upon completion? What are the overall "big picture" objectives? What is this class really about? What does your instructor want you to take away from this I experience? What should you accomplish? EDUC545 course outcomes are provided below. The **red** portions are applicable to this assignment.

> ➢ How to **design and deliver professional development as teacher leaders:** needs assessment, developing objectives, creating an agenda, selecting appropriate activities, providing for transfer, and designing and conducting evaluation activities,
> ➢ **A broad and deep understanding of diverse adult clients** and their different learning styles,
> ➢ An **advanced ability** to read the context, assess needs, and select or **create appropriate mini-learning** sessions that are often delivered as just-in-time learning,
> ➢ The use of reflective practice skills to make sense of their situation, **tailoring learning solutions to their own and other local learning needs**,
> ➢ The art of developing and nurturing collaborative communities of practice,
> ➢ The ability to coordinate university-based, certificate, and in-service programs designed as learning laboratories,
> ➢ The **ability to develop activities that increasingly involve active experiential learning** and debriefings,
> ➢ The **ability to use more than one delivery system,** particularly online and eLearning,
> ➢ The use of **learner-centered instruction**, especially self-directed learning and learning that includes opportunities for reflection, clarification, and guidance.

35,000 ft:
What is the overall purpose and objective of the project assignment? How is the project assignment connected to the other projects/course materials/readings in the course relative to the broad learning outcomes? What are the 3-4 most important things to consider, broadly speaking, when completing the project?

This is about **developing your skills as a facilitator** of *Grade Level Teams*, whether that be at the elementary, secondary, post-secondary or higher education level. The skills you develop as a mentor/leader/facilitator for adult learning in specific professional environments is key! Teaching and training professional adults is different than K-12 classroom teaching. Teacher-Leaders must focus on understanding *adult* learning strategies and transfer that to the **design of a real training situation**. Creating learning opportunities for professional adults means that you must take into account specific organizational and individual objectives. Designing professional development means you must KNOW your audience and **adapt general learning techniques and content areas into specific learning activities tailor-made for specific populations**.

As a **group** you will take a general strategy or concept (e.g., *"flipping" the classroom, incorporating the use of new educational technologies, developing and designing rubrics for assessments, adapting individual lessons for new Common Core standards* (…or any set of standardized learning outcomes), *differentiated instruction, effective classroom management, culturally responsive teaching, achievement gaps*…) and create specific professional development opportunities around this topic for multiple audiences/delivery formats. You must make connections between Wlodkowski's motivation/engagement strategies for adults and the design of your professional development curriculum.

As an **individual**, you will deliver a workshop to your specific target audience of adult colleagues.

Additionally, because this project affords you formal experience teaching adults according to the engagement and motivational strategies we explore throughout this course, you can use it as the basis for your *Self-Assessment Project* that is due at the end of the course in week 14, provided you deliver the session in time to do so.

Knowledge of Effective PD for Grade Level Teams

Motivational Strategies for Adults/Adult Learning Theories

Well-Researched Instructional Practice/ Concept

Professional Development Workshop for Colleagues

20,000 ft:
What are the requirements and guidelines? What are the major components of the project? How is the project structured? Are examples of past assignments, prototypes and/or templates available as resources?

Each group will complete this project in 3 phases, due at the end of weeks 4, 9 and 11, respectively. Basic guidelines include:

Phase 1 – Proposal: Provide a summary of each section (1-2 paragraphs each):

> *Description and Rationale* – What is the general content/topic you want to cover and for whom? What do you want your grade-level teams to know/accomplish? Why? Can you make a case that they will not be able to accomplish the objectives with existing training or professional development? On what knowledge/research base is your proposal grounded? What resources exist on your topic that are pertinent to professional development?
>
> *Environment/Logistics* – How many teams? How many teachers? How many workshops? Time frame? Location? Resources/Technology Needs? Duration? Format (e.g. online, F2F, blended?)
>
> *Report Format* – What format will you use for your report? Will you include visuals/data/graphs? Will you include bios of each team member? How will you deal with the individual aspects (e.g. will you create sections within the body of the paper designed to address the different target audience groups or will each group member include their instructional design and activities within appendices? How will you layout and organize your information? You don't have to have solid answers for this but you do need to have begun the conversation and have a general idea of how you will deal with these things.
>
> *Pedagogy* (…or *Androgogy*? – what is THAT?!?!?) – Stay tuned…
>
> *Curriculum* – Provide a rough draft of an instructional design plan, i.e. what types of learning activities, instructional methods, etc. will you use to meet the objectives?
>
> *Assessment* – Provide general ideas for an assessment plan. How will you know whether the teams have learned or accomplished what you want them to?

Phase 2 – Project Update
This should take the form of a basic progress report and should only take the group 30-45 minutes to complete. Essentially this is a simple update that details what has been done and by whom, what still needs to be done and by whom, and offers reflections on past and projected challenges, obstacles, triumphs, and experiences. The purpose is to inform me how things are progressing, not only with the project, but with how you are functioning as a team. It is an opportunity to express concerns, ask questions, and adjust schedules and tasks as necessary in order to meet the requirements and deadlines associated with the project. Provide a brief introductory paragraph and include 3 section headings: **Work Completed**; **Work To Be Completed**; **Reflections**; and a brief concluding paragraph.

Phase 3 – Final Draft - this will be a much-expanded version of the proposal, with additional content sections both in the main body of the report and regarding implementation and appendices. The final report should be very professional. The standard of professionalism in visual appeal and format is important. People who say substance is the only thing that matters and that form is merely fluff are wrong! Form is equally important. I want your final product to wow the socks off of ANY educator who may run across it. I want anyone who reads it, whether they have knowledge about this degree program, class or assignment, to understand what it is, why it was written, who wrote it, etc. You must provide *context* and *background* for the reader. *Attention to detail* matters. *Style* matters. *Professionalism* matters. *Technology* matters. *Substance* matters. Providing a *research-based rationale* matters. *Proper citation* matters. *Writing convention* matters.

For examples/prototypes, ideas about how to format, package and/or present your final draft, see these hyperlinked reports. In addition to good content, these can also generate ideas for visual appeal/style and could even be used as a template for your final draft. You can also access resources on **creating White Papers** and look at any report published by **ETS** or the **Sloan Consortium.**

7,500 ft:
How can the required components be broken into sections/tasks/areas? What are everyone's general areas of responsibilities? What tools can/will you use to stay on track? What is a timeline of the project?

- ✓ Group tools in Blackboard
- ✓ Skype, Calendaring
- ✓ SC Deets Library Links

- ✓ Text references and resources
- ✓ Learning Module handouts and resources
- ✓ Web research

Please note that I am flexible regarding the practicalities of professional development calendars. I realize it may not be possible for you to deliver your workshop if the PD calendar in your organization has already been set. Contact me for accommodations to this requirement, <u>but only after you have made a sincere attempt at scheduling your workshop in the latter part of the 2012-2013 academic year.</u>

Runway level:
Who is responsible for what? When/where will you meet? How often? What will you have prepared at each meeting? Where will you submit drafts for team review? These are the things that are facilitated and coordinated by the group leader but for which the entire group is responsible for managing cohesively.

- ✓ Task lists
- ✓ Agendas for Team Meetings
- ✓ Section/Rough Drafts assignments

- ✓ Deadlines
- ✓ Template creation/usage
- ✓ Proofreading/Editing

HAVE FUN! ENGAGE! LEARN! STRETCH! THINK! GROW!