

# **Teacher Leadership to Benefit our ELLs**

**Annette Bicksler  
Gabriela Colon**

# Survey 1: Do you consider yourself to be a Teacher Leader?

Audience texts INTELLECTUAL721 to  
22333 to join

# Do YOU currently or hope to...

- facilitate learning for other teachers
- participate in any school committees
- organize any school events/activities

**What are some ways that you support your students and school community?**

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22333 to join

# What is a teacher leader?

## What does it look like?

If you...

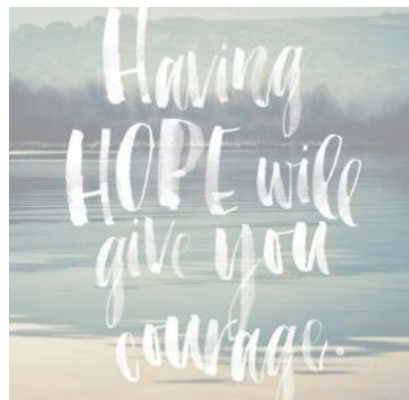
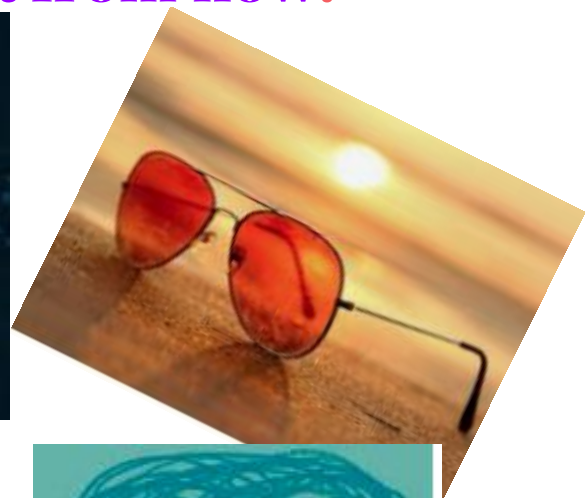
- provide professional development to colleagues
- are involved in SCIP, DEAC, I&RS, etc.
- lead **grade** group, **department**, or **content**-specific meetings
- advocate**, ask questions, and pursue efforts to support your ELLs

**Then YOU ARE A TEACHER LEADER!**

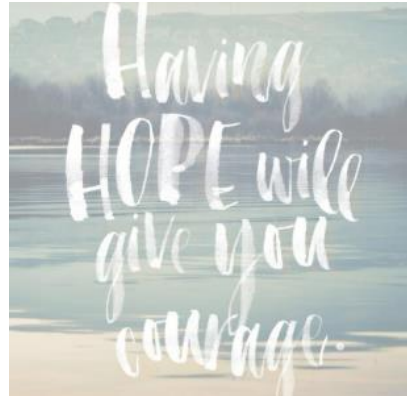
# Objectives

- Identify, discuss, and reflect on the characteristics of a teacher leader.
- Define your role as a teacher leader within your district/community (via Teacher Leadership) to make a difference for your ELs.
- Discuss various planning tools, protocols and examples of shared leadership to improve student learning.

Take a picture or look for a picture that represents YOU as a teacher leader *NOW* and **ONE YEAR** from now.



**a teacher leader *NOW* and ONE YEAR from now.**



# Pictures tell a story...



## Write, Pair & Share

A Picture Tells the Story...

Please pick 2 images:

- One that represents NOW (as a teacher leader)
- One that represents how you would like to see the END of the YEAR June 2020
- Below, please explain why each represents NOW and the END of the year

Image from Start of Year:

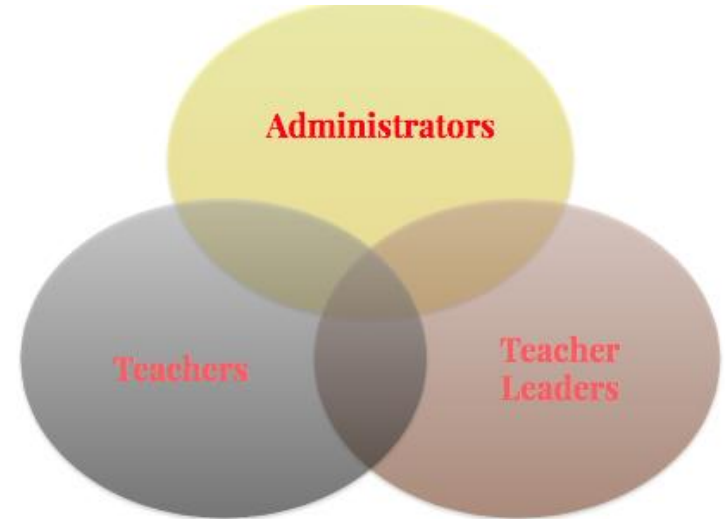
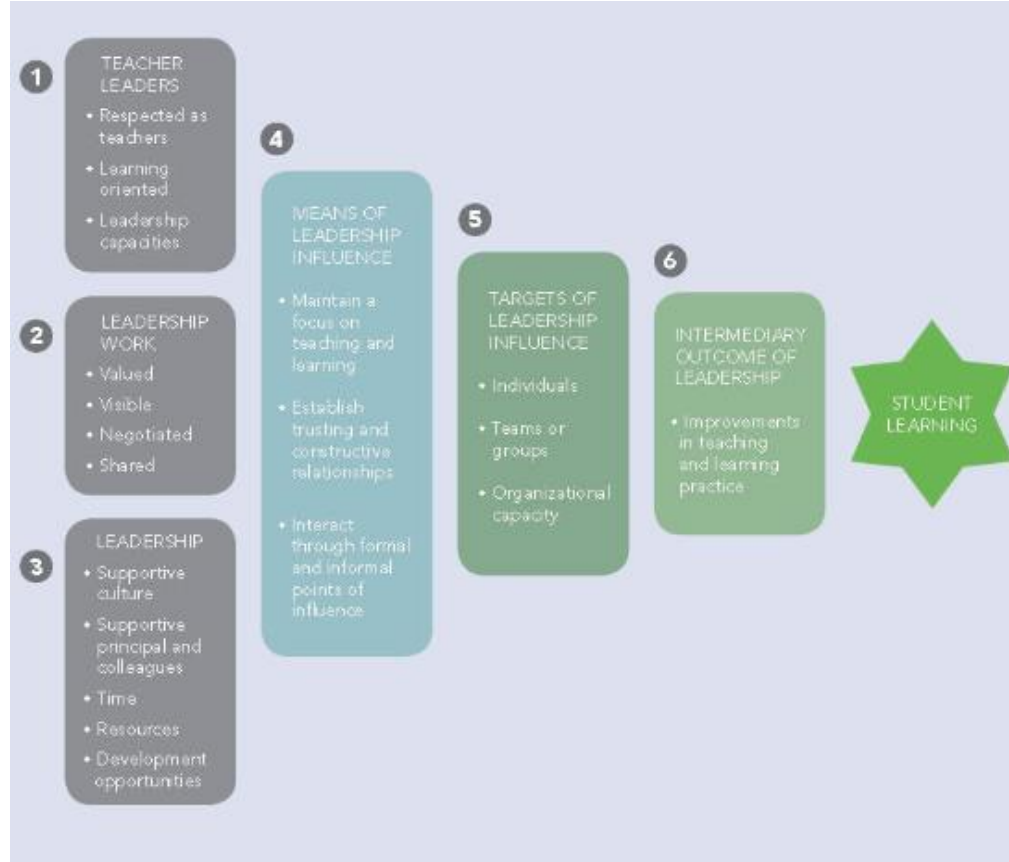
This image represents right now because...

Image from the end of the Year:

This image represents the end of the year because...



# Where do Teacher Leaders fit in?



# Teacher Leader Model Standards

- Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain IV: Facilitating Improvements in Instruction and Student Learning
- Domain V: Promoting the Use of Assessments and Data for School and District Improvement
- Domain VI: Improving Outreach and Collaboration with Families and Community
- Domain VII: Advocating for Student Learning and the Profession



# North Plainfield School District

*Unlocking Potential. Creating Impact.*

[Home](#)[Our District](#)[Board of Education](#)[District Offices](#)[Parents & Community](#)[Staff Resources](#)[Contact](#)

## Mission Statement & Goals

### MISSION STATEMENT

**The North Plainfield School District** is committed to developing and maintaining a world class learning environment by providing a relevant, integrated, and progressive curriculum that will foster continued intellectual, physical, social and emotional growth in all students in order to prepare them to succeed in our dynamic, diverse, and technological society while also developing in them an appreciation for the humanistic and aesthetic aspects of life.

### DISTRICT GOALS

***District Goal 1*** - To continue to improve upon the level of educational excellence for everyone.

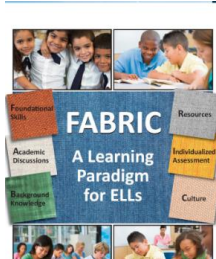
***District Goal 2*** - To continue to incorporate technology into the educational process to enhance the success of students.

***District Goal 3*** - To continue to promote positive perceptions of the district through improved communications at all levels of the school community.

***District Goal 4*** - To continue to develop a long-range facilities plan that balances program needs with the financial constraints of the budget.

# Our District

- Achievement Coaching
- Google Coaching
- ELL Coaching
- Sheltered Instruction Coaching
- Teacher Leadership Cohort
- Pineapple Project and more!



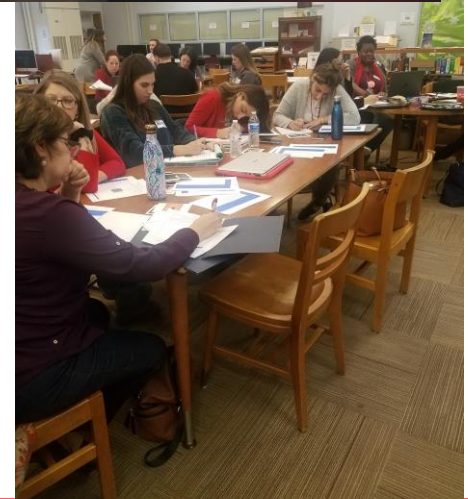
**Sheltered  
Instruction**  
NP School District





# NP Teacher Leaders Cohort 1

“Teachers College – Columbia University”



# NP Sheltered Instruction Coaching - Passion Project

## Teacher Leader Model Standards:

- **Fostering a Collaborative Culture to Support Educator Development and Student Learning**
- **Accessing and Using Research to Improve Practice and Student Learning**
- **Promoting Professional Learning for Continuous Improvement**
- **Facilitating Improvements in Instruction and Student Learning**

Description: As coaches, we would provide research-based strategies, guidance in lesson planning and assessment, and/or other related resources to participants in order to help them ensure the success of English learners in and out of the classroom. Based on feedback from district surveys and discussions among teachers of ELs, the main areas of focus for the Passion Project will be Modifications, Vocabulary, Visuals, and Partner Practice.

# Why? Purpose of Teacher Leadership?

- ESL/Bilingual/language learning lens
- Advocate for the needs of your students, families, and practice
- Know what's coming down the pipeline
- Support your colleagues for the “good of the cause”



**How can your Teacher Leadership make a difference for ELLs?**





# Tips for successful teacher leadership

## Professional Development:

- know your staff and their needs
- understand what motivates them
- build trust
- make learning activities interactive and practical
- “if it’s free, it’s for me”



# Action Plan: Where do I start?

The Center for the Professional Education of Teachers  
**TEACHERS COLLEGE** COLUMBIA UNIVERSITY

## Action Planning for Goals

### Setting Meaningful Goals

Goal 1	Describe the goal:
Big Steps	Break the goal down into 3-4 components or Steps:
Collaborators	Who will you be working with?

The Center for the Professional Education of Teachers  
**TEACHERS COLLEGE** COLUMBIA UNIVERSITY

## Action Planning for Goals

Goal 1	Describe the goal:
Timeframe	How long will it take to meet this goal?
	How often/when will you be able to work on it?
Support	What support do you need to achieve the goal?

# Needs Assessment

RevisedNeeds\_SB\_Colon ☆

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100% Normal text Times New... 12 B I U A

Classroom instructional readiness- Please indicate how well prepared you are to:

	Not well prepared	Somewhat prepared	Well prepared	Very well prepared
Group students in specific ways to support language growth				
Adapt speech to students' proficiency level				
Review new vocabulary and language structures				
Integrate the academic language development of ELLs with the different content areas				
Connect instruction to ELLs' cultural background and personal experience				
Involve parents in the English language acquisition of their children				
Define language objectives for ELLs				
Provide learning strategies to support language development				
Support ELLs' literacy development needs in English				
Understanding ACCESS scores and using them to inform teaching				

[https://docs.google.com/document/d/1ebwyfM2kYvsitq9i2Tg\\_TOs9oyYPtBSYrGC0gtfvOJc/edit?usp=sharing](https://docs.google.com/document/d/1ebwyfM2kYvsitq9i2Tg_TOs9oyYPtBSYrGC0gtfvOJc/edit?usp=sharing)

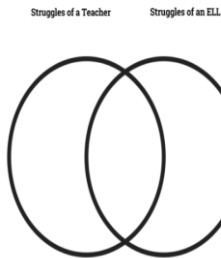
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请将他们贴在相应的栏目中。



健康食品



不健康食品



# NP Administrator Training 2017

**SPEED DATING**  
One topic, many partners

## Speed Dating

Ask your partner:  
Why do you teach?  
OR  
Why are you an advocate?

Answer your partner:  
The reason I teach is because

OF

The reason I am an advocate is because \_\_\_\_\_

Change your partner and repeat.



### Friendly Benjamin

My name is Benjamin. I have  
1 brother and 2 sister. I get  
along with all of them.

**More information..**

I'm really happy with I'm with my family or when I hear in different places of the world the Venezuelan accent. When I was younger I was a professional triathlete. Triathlon is my passion, but I'm taking a break for a time for myself.

**Considerate**

I have always liked to help others, without being given anything.  
I was a Scout in Venezuela and Ecuador, and helped in many

## ***“Engaging English Learners within a Sheltered Instruction Classroom and School Community”***

M. Annette Bicksler  
North Plainfield HS  
Science Teacher/Teacher Leader/ESL Coach



# Sharin' and Carin' Protocol

- Pick **one success** and **one dilemma** from the year and write about each.
- Pair share with your partner
- Partners: Listen and only ask clarifying questions. Then offer support or advice.
- **CELEBRATE** the success!

SHARIN' AND CARIN' PROTOCOL  
TEACHERS COLLEGE COLUMBIA UNIVERSITY

Success and Dilemma Sharin' and Carin' Protocol (Aka Sharon and Karen)

<p>Success: Describe a success from anytime this year. What did you do to bring about this success?</p> <ul style="list-style-type: none"><li>- ESL Coach content</li><li>- visited classroom</li><li>- provide feedback</li><li>- collaborated w/ content teacher</li></ul>	<p>Dilemma: Describe something that has been challenging from last this year and may not have been completely resolved:</p> <ul style="list-style-type: none"><li>- time</li><li>- <del>time</del> ELL</li><li>- effective lessons</li><li>- Did it work?</li><li>- Did the mentee learn from coaching sessions?</li></ul>
<p>Connections to others' success:</p> <p>Team Day w/ students (activities) Leader - Theme - Breaking Stereotypes planned activities collaborated as a team</p> <p>1/2 8th gr.</p>	<p>Notes and advice from sharin' and carin':</p> <p>Teachers / reluctant Follow-up w/ HS more general strategies - in general</p>

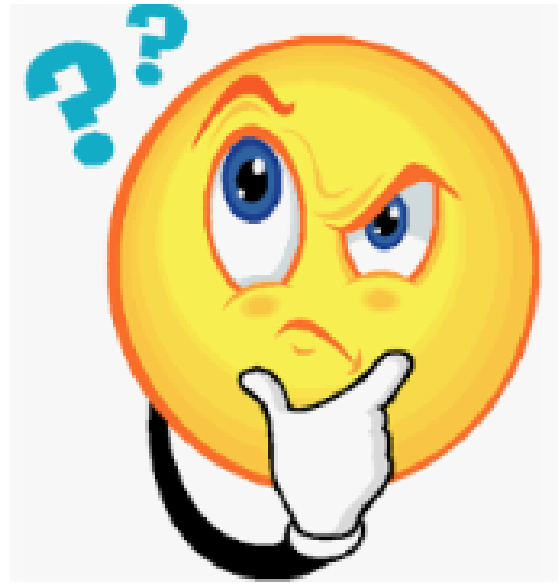
# Tips for successful teacher leadership

## Committee Work

- sign up when you can! It doesn't hurt to ask about payment!
- learn more about what is expected of your students in other content areas to better support them
- network/collaborate with other teachers: Your presence alone will remind them about your students and their needs
- you have a unique perspective! Share!

# Some questions to ponder..

- How much **power** do we have and how much change and impact can we actually create?
- How can **we be involved** in the conversations--can we do needs assessments or inventory of the models and their impact on teachers/ **what do teachers still need**--and from there how do we move forward?
- How can **we move our ideas forward and overcome district blocks** that catch and release our ideas without much transparency or involvement from those that are impacted?
- How can we **get support beyond just words**?



# Why You?

- Become an asset to your district and students
- Upgrade your resume and showcase your strengths
- Possible certification down the road
- Why not you?

BE THE CHANGE YOU WANT TO SEE!!!!!!





# Your District!

Wishlist: How can you picture Teacher Leadership supporting positive change in your district?

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**I see...**

# Do you consider yourself to be a Teacher Leader?

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# Resources:

- Teacher Leader Model Standards
- Meeting and Planning Checklist
- <http://teachtolead.org/>
- State- Leadership Tool Kit
- Ten Roles for Teacher Leaders
- Coaching for Impact
- What does research tell us about Teacher Leadership?

# Contact Information:

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