

Professional Development Practices: Small Group Sessions

MTEI Seminar 6 Cohort 7

1) Year-long Professional Development Planning – *Gail Dorph*

This workshop will help you think through the PD you want to offer some or all of your teachers next year. We will work through a set of “groundwork” questions before turning to the actual design work. Participants will make progress in mapping out a plan for teacher learning grounded in MTEI principles and PD practices.

2) Year-long Professional Development Planning with a focus on finding time and money -*Gail Dorph*

In this session, we'll study the suggestions we brainstormed regarding finding time for PD. We will discuss ways in which others have maximized configurations of time and financial resources in order to meet their goals, strategies and contexts.

3) Mentoring 1 – *Sharon Feiman-Nemser*

In this session we will study a framework of mentoring stances and moves. Then we will use the framework to analyze a video of a mentoring conversation. Finally we will consider the usefulness of the framework for our own work with teachers.

4) Mentoring 2 – *Sharon Feiman-Nemser*

We will explore several "tools" that can be used in mentoring work, including a log for documenting work with a teacher over time and a template for planning a mentoring conversation. Both are part of a free, on-line toolkit for instructional leaders developed by the Mandel Center for Studies in Jewish Education which I will introduce.

5) Curriculum Investigation – *Barry Holtz*

One of the professional development practices that we have discussed at MTEI is “curriculum investigation.” In this session we will model the kind of “investigation” activity that could be used with teachers in our various settings. We will explore and analyze two pieces of curriculum material and discuss ways that this professional development practice may be used in our schools.

6) Havruta Text Study – *Elie Holzer*

Through the details of a shared imagined school context, this workshop will help you think through essential questions, practical dilemmas and steps to follow in designing Havruta Text Study sessions as a practice of professional development.

7) Video Investigation – *Jenny Lewis*

In this session we'll explore some professional development “moves” for video investigation by viewing some brief clips of classroom video and trying out discussion prompts, note-taking habits, and discussion pivots around the video clips. We'll close with an overview of theories about the potential of video investigation and how to make this practice enhance the teaching and learning in our schools.

8) Lesson Study – *Jenny Lewis*

In this session, we'll look at some of the protocols developed by lesson study leaders and consider how lesson study might fit into your school settings. We'll peek into some examples of schools using modified forms of lesson study and explore how leaders make time and space for this ambitious model of professional development.

9) Looking at Student Work and Using Protocols – *Jenny Lewis*

We'll look at some student work ourselves, briefly, to uncover the power of this professional development practice. We'll then try out two different protocols for studying student work to see what each makes visible, and we'll consider how we might use and modify them for our school settings.

10) Relational Learning Communities – *Miriam Raider-Roth*

In this workshop, we will study a framework for creating a relational community in your schools/institutions. Then, using this framework we will reflect on our home institutions and how we might build RLCs in practice.

11) Group Level Understanding (GLU) and Group Level Assessment (GLA)

Processes – *Amy Rector Aranda*

In this workshop, we will discuss the structured processes of GLA and GLU, considering potential uses in our own settings and which of the two processes would be most applicable in different contexts and for different purposes. Designing our own possible sessions, we will practice such elements as devising prompts, collective analysis, and taking action.

12) Hard Conversations — Speaking up in ways that are likely to be heard

Kathy Simon

We know that differences between people can bring strength, but it also can be very difficult when we disagree with each other or want different things. This small group session builds on skills we have practiced previously, focusing on how to express ourselves in ways that are most likely to be heard by people with whom we disagree, and to move toward resolution of conflict.