Tollgate Professional Development

September 1, 2011

Learning Targets:

I can describe the teacher support structures at Tollgate.

I can explain the purpose of student-centered coaching.

I can make connections between instructional coaching and our staff Habits.

|  |  |  |
| --- | --- | --- |
| Time and Targets | Experience | Materials/Notes |
|  2:45-2:55 Opening and framing  | Welcome, reading and greeting Targets and agenda for today  | Place envelopes from last week at tables—be sure to mix up grade levels and roles |
| 2:55-3:05 | Goal sharing from last week’s sessionStand up and mingle with grade level and goal sharing from last week using.index card from envelope. Purpose of meeting with teams is to be aware of Each others’ goals to support and hold one anotherAccountable. (Kristin) |  |
| 3:05-3:25I can describe the teacher support structures at Tollgate. | Tollgate Big Picture Support System document\*Frame teacher support system document (We want to be super explicit about all theways in which we are working together to buildand sustain supportive structures of all Tollgateteachers. This is a big picture overview of professional learning/support systems)\*spend 5 minutes reading document. What do younotice? What do you wonder?\*whip around notices and wonders at tables (3-4minutes)\*whole group wonders addressed (Laurie, MegKristin and Katie respond) (5 minutes)  | Tollgate Support System document |
| 3:25-4:00I can explain the purpose of student-centered coaching. I can make connections between coaching and our staff Habits. | Student-Centered CoachingPart 1:Read coaching documents with notecatcher (see notecatcher below):1. Moving Toward Student Centered Coaching2. Instructional Coaching in EL Schools(10 minutes to read, 5 minutes to share at tables)Lingering questions for the whole groupPart 2 Making connections between coaching and habitsBreak up into 5 groups (one for each habit: Responsibility, Inquiry, Respect, Perseverance, Craftsmanship)Within you group, create a chart for coach and teacher responsibilities based on your habit. For example:ResponsibilityTeacher: timely communication with coachCoach: timely communication with teacher(15 minutes)5 minute share out (1 min/group) | Documents:-Moving Toward Student Centered Coaching-Instructional Coaching in EL Schools-NotecatcherStaff HabitsChart Paper (1 for each group) |
| 4-4:15 | Closing Share out at tables: The support system I am most excited about is\_\_\_\_ because\_\_\_\_\_\_\_\_\_. Business with Meg/LauriePD Exit ticketTeachers will also complete coaching survey as part of the PD exit ticket (see survey below) |  |

Notecatcher for “Moving Toward Student-Centered Coaching” and “Instructional Coaching in EL Schools”

|  |  |  |
| --- | --- | --- |
| How will the structure of coaching cycles help students? | How will the structure of coaching cycles help you? | What do you still wonder about coaching cycles? |
|  |  |  |