

# MY ROLE AS A TRAINER

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## LAUNCHING THE GRANT

Attend 2 institutes hosted at UW Tacoma in October 2016 and January 2017. Each of the institutes consists of 5-6 modules that are part of the professional development sessions at his or her school from November 2016 to May 2017. The UWT will tape and deliver 12 hour-long segments during the October 2016 institute. We will tape and deliver the other 12 in the January 2017 institute. Trainers will work collaboratively in Critical Friend Groups (CFG).

<b>October 20 – 22, 2016 and January 26 - 28, 2017</b>
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## WHERE TO BEGIN

In your role, you are the *communicator* of information and what needs to be completed. You are also the *supporter* and *gatherer* of the work. You ensure that all assignments and lessons are turned in. You will begin by showing participants where to access the surveys as well as introducing the process. I would recommend having a meeting to go over this information.

### Surveys

- Teachers/Paras – Teacher Quiz and Survey
- Principals – Administrator Survey
- Gather signatures to verify survey was completed. (see verification form)

### Preview Basic Grant Expectations

- Introduce the website
- Preview Modules (elementary OR secondary ELA/STI/Science or Math/Science)
- Review responsibilities (e.g., principal, trainer, teachers, paras)

### Introduce the Critical Friend Group (CFG)

A Critical Friend Group (CFG) is a community of adult learners working together to improve each other's practice as well as the learning of students. As reflective practitioners, participants will be involved in: (1) Collaborative processes of lesson design and critique; (2) Ongoing use of the four-step formative assessment process; and (3) Development of action plans to improve instructional practice as well as student achievement and mastery in core academic subjects for *all* students.

- Explain what a CFG is
- Choose your critical friend (prefer pairs, but trio is fine)
- Review and demonstrate how to access the modules
- Plan viewing times for modules
- Explain first set of lessons (e.g., Lesson Plan #1, Observation of critical friend #1, Reflection #1)

## MODULES:

### Introduce Smarter Balanced Digital Library

- Training module for secondary math teachers; next institute further modules will be provided

### Introduce Since Time Immemorial

- Training module provided for elementary & secondary ELA teachers

<b>Elementary Modules</b>
Module 1 – Lesson Plan Construction
Module 2 – Since Time Immemorial
Module 7 – Research-based math teaching strategies
Module 8 – Math CCSS
Module 11 – Formative Assessment in Science
<b>Secondary ELA Modules</b>
Module 1 – Lesson Plan Construction
Module 2 – Since Time Immemorial
Module 6 – ELA CCSS
Module 9 – ELA CCSS
Module 12 – Formative Assessment Process
<b>Secondary Math Modules</b>
Module 1 – Lesson Plan Construction
Module 3,4 – Math CCSS
Module 5 – Math CCSS
Module 10 – Math CCSS Practices
Module 12 – Formative Assessment Process

## LESSON PLANNING

- Offer assistance with teachers as they begin to work with their critical friend on developing their 1st lesson plan. You may need to remind them where to access this form as well as other forms and resource materials on the webpage.

## OBSERVATION (15 – 20 MIN.)

- Have teachers determine the *content of the lesson* that will be observed and *when* they will observe each other. As trainers you will need to assist in this endeavor. If you are a classroom teacher, discuss with your administrator how this may be accomplished. For example, I will be the person covering the class while the other teacher observes. However, it could also take place during a planning time. In that case, I wouldn't need to cover.
- The person observing will use the observational input form; you may need to remind them where to access this form

## REFLECTION

- Upon completion of the observations (remember these are about 15 min. each), each teacher will complete a reflection.

## TIME LOGS

- Participants will be submitting a time log for the first half and second half.
- Below are some examples; remember this needs to be outside of the work hours.
- Viewing of the modules, participants may view these from home and then meet with their critical friend to complete the assignment portion.
- Principal 7.5 hours (total of 15 hours)
- Trainer 42.5 hours (total of 85 hours)
- Teacher 35 hours (total of 70 hours)
- Para 12 hours (total of 24 hours)

### Example:

	Time	Date	Assignment
1	7:45 – 8:15 a.m. (30 min.)	10/27/2016	Start-up meeting; reviewing the process
2	10:00 – 12:00 a.m. (2 hr.)	11/1/2016	Module 1 & 5
	3:45 – 5:45 p.m. (1 hr.)	11/2/2016	Met w/ critical friend; completed assignments 1 & 5
3	3:45 – 4:15 p.m.	11/5/2016	Met to discuss interim assessments
4	3:45 – 5:45 p.m.	11/10/2016	Lesson planning w/ critical friend
5	7:15-8:15 AM & 3:45-4:45 PM	11/13/2016	Debrief from observation and reflection

## CLOCK HOURS

Teachers – 70 clock hours; cost is \$25.

Trainers – 85 clock hours; cost is \$25

- Here's the link: <http://www.campusce.net/uwtacoma/course/course.aspx?C=153>
- More details will be provided in another month.