

Leadership Transfer/Content Training

Mary Lawrence, Decatur Township

Janis Kluesner, Vigo

Lisa Roskos-Baugh, Elkhart

Majority audience: Elementary

The goals of our session were to focus on the success of content training in our district and to show teachers how to actively involve their students to promote learning. The content we shared supports teachers by enabling them to engage students in lessons.

Janis, an elementary math liaison in Vigo County, started the presentation by showing the audience materials that she used in her district. She works with 18 elementary schools to help promote effective implementation of the *Everyday Math* program. She talked about the district's approach to content training with the K-5 teachers. They decided that the best plan was to show the spiral of the program from grade level to grade level so teachers see where they fit in the puzzle. They showed this with each of the content strands: algebra and functions, geometry, numeration, measurement, operations and computations and data analysis and probability. They selected an activity from each grade level to align with the content strand. For example, for numeration we selected a fifth-grade activity about prime and composite numbers. After the activity was done with each group, they found activities that they already use at their grade level to build a foundation for their students to be able to participate in the projects we had presented.

It helped the Vigo teachers see how important their piece of the puzzle is. In a spiral-based program everyone must build the foundation for what is to come. There were teachers who had commented that they didn't realize that this was the beginning of the prime/composite concept. Just the opposite comment was made by intermediate teachers when they participated in the primary activities--they were amazed at the level of concepts presented in grades K-2. It helped build respect for what our colleagues do at their grade level.

Lisa followed up by showing how Elkhart teachers were trained by after-school and summer training sessions. She broke down the roles and duties of liaisons and cadres.

She ended her part of the session by connecting the use of report cards with rubrics from *Everyday Math*.

Mary took the remaining time with leadership activities. She presented several ideas from the book *Presenting with Pizzazz* by Sharon Bowman. She began with a quote from the book, “If you want them to hear it, you talk. If you want them to learn it, they talk.” She then presented several strategies that can be used to engage students in their learning. These included:

- Pair Share, where each student is paired with another and they can share their thinking with each other.
- Don’t do the talking. Instead, you can use the “Van and Vanna” approach, where someone writes notes for you; use writing rotation, where two students both take notes and then compare; or have students use other forms of notetaking.
- Tell stories in class.
- Use of variety of passive and active activities. For example, students can talk about three ways to use an idea, write a sentence telling how they use something, or use Post-It notes to write a “wow” and a “how about?”
- Walk the Talk. Model the behavior or activity you want your students to do.
- Gallery Walk. Have students display their work, and the students spend time visiting each display.
- Be a guide for your students, helping them to engage in their learning.
- Use culminating activities. For example, you can have students write what they have learned and then have a “snowball fight.” Students wad up their papers and toss them to other students to be read silently. Students then choose one to be read to the class or to a partner.