



Getting to Know the WELS Teaching Standards

Standard 10 Leader's Guide

Resources available in this module:

- Professional Reading - copied, distributed, and read before the inservice
- Activity Guide - copied and distributed before the inservice
- Inservice Video - shown during the inservice
- Continuum of Teacher Development - copied and distributed during the inservice
- Teacher Evaluation Videos - shown during the inservice

This inservice is designed to accomplish the following goals:

1. Articulate the importance and challenges of collaboration in a Christian school community.
2. Understand the standard ten criteria and levels of the Continuum of Teacher Development.
3. Apply the continuum to a sample group of teachers.

This module requires approximately 62 minutes to implement as suggested using the extension questions. Times are provided to assist in planning. There are various ways to tailor the module.

- Deepen discussion using the extension questions
- Watch the inservice video and skip some discussion.

Suggested Module Use

1. **Assign the Professional Reading:** Copy and distribute the reading "Involvement or Engagement?" by Larry Ferlazzo before the inservice. Ask teachers to read the article (2 ½ pages) and note the following: What does Ferlazzo claim are the differences between parent engagement and parent involvement? Which one does Luther Burbank High School use and how?

Larry Ferlazzo shares an overview of a professional learning community (PLC) by focusing on Two different views of parents interaction with a school. This short, 2 ½ page article was first published in the ASCD magazine Educational Leadership in May 2011.

2. **Watch the Inservice Video & Complete the Activities:** Before the inservice, set up the video for viewing. The video is streamed over the internet, so you will need internet access while you show it. Project the video onto a screen and make sure that the volume is loud enough for everyone to hear. You will need to pause the video from time to time for discussion.

Prof. Schaefer leads an exploration of standard ten with an interactive presentation in four sections. Each section has opportunities for individual, small group, or whole group discussion activities as decided upon by the group leader. The video and discussion times are listed at the end of this document for planning purposes. The discussion may be tailored using the extension questions. To save time, the leader can eliminate discussion questions.

- a. **Part One: Introduction:** Prof. Schaefer highlights a key component of standard 10: teamwork and how Satan seeks to divide a team. The directions and questions for discussion are included in the activity guide. First, during this segment teachers watch a video to

consider different aspects of a successful teams and what challenges teams face in maintaining those characteristics. Then faculty will generate a list of team characteristics and team challenges. Finally, Prof. Schaefer will highlight how Satan seeks to fracture strong teams. (The Power of Teamwork - 1:23 video run time. Approximately 3 minutes with discussion.)

- b. **Part Two: Teacher to Teacher (inservice video 5:25-9:36):** This focuses on Standard 10: criterion 1. Part two provides an example of teamwork between teachers to build a community of learning, collectively set goals and monitor accomplishing those goals. As we go along teachers are encouraged to reflect on where they place a team's work on the continuum (Activities Two–Four). (Critical Friends - 5:29 video run time. Approximately 19 minutes with discussion.)

Extension questions:

- How does using protocols like “critical friends” help teachers become more reflective of teaching practices?
- What conditions are required for teachers to make use of this protocol?
- How could this protocol be used with students?

- c. **Part Three: Teacher as a Team Leader (inservice video 9:37-15:13):** This section includes the discussion of the assigned article “Involvement or Engagement?” Professor Schaefer introduces criteria two, three, and four's focus on the Christian community and the role of teachers in that community. The teachers discuss their understanding of the most important aspects of working with the congregation, families, and community before placing the actions Luther Burbank High School has taken to build community. (Approximately 15 minutes for discussion.)

Extension questions:

- Which way do we tend to fall as a faculty, toward involvement or engagement?
- Which areas are we successful at involving and engaging families?
- What area would we like to focus on, meet a challenge, or address a concern?

- d. **Part Four: Teacher Leading Students (inservice video 15:13-18:07):** After a brief introduction by Professor Schaefer, teachers view two videos of teachers interacting with their students. In Activity Four faculty members place the teachers in the video on the continuum, provide evidence for their placement, and suggest strategies that would move the teachers up the continuum of criterion five. Faculty members discuss their placement, reasons, and strategies with others. (Ms. Warburton and Ms. Noonan - 2:48 video run time. Approximately 15 minutes with discussion.)

Extension questions: Ms. Warburton

- Why is it important to build relationships with students? How does that help you teach your content?
- How do you show students that you appreciate them in your classroom?

Extension questions: Ms. Noonan

- How do students learn the importance of a “teacher look?” When is an effective time to use it?
- Why does Ms. Noonan say that every teacher needs to have a “teacher look?”

- e. **Conclusion (inservice video 18:07-20:46):** Prof. Schaefer summarizes parent engagement and parent involvement as part of a Christian Community focused on students. (Legacy – 3:46 video run time. Approximately 6 minutes.)

Inservice Video and Activity Timing Information

<u>Section</u>	<u>Discussion Time</u>	<u>Video Start Time</u>	<u>Video Run Time</u>
Part One: Introduction (8 min.)	(3 min.)	0:16	(5:08)
Part Two: Teacher to Teacher (14 min.)	(10 min.)	5:25	(4:11)
Part Three: Teacher as a Team Leader (16 min.)	(10 min.)	9:37	(5:36)
Part Four: Teacher Leading Students (18 Min.)	(15 min.)	15:13	(2:54)
Conclusion (6 min.)		18:07	(2:39)