

Teacher learning & leadership program



May 9-11, 2018 • The Westin Prince, Toronto

LEADERSHIP SKILLS FOR CLASSROOM TEACHERS

Preparing for Your Final Report – June 2019

Gathering Information and Analyzing

Rosemary Clark, *Facilitator/Researcher, OTF*
Jonathan So, *Experienced TLLP participant*

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Advice from Ann Lieberman

***“Don’t tell. Show what you are doing
that makes a difference”***



Note: The TLLP report template requires
you **to document measures that
you used as the project progressed.**



If a report is last on your list

Reasons to start identifying sources of information now:

1. Ensure peace of mind
2. Focus on measuring your goals
3. Organize your work and methods
4. Establish credibility
5. Capture evidence from the beginning
6. Budget implications



Let's look at the Report Form

Section 2: Project Information (Online)

- Title
- Synopsis
- Theme
- Key words

Section 3: Participant Report

- Evaluating project learning, professional learning, measuring, sharing, challenges and leadership
- Focus of this presentation

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First Use Your SMART Goals

- S** Specific
- M** Measurable
- A** Attainable
- R** Relevant
- T** Tactically Sound

Garmston and Wellman 2009

Indicate a key word in the first column of the Exercise page provided:

List of Project Goals (Key Word)

Method(s) of Collecting Evidence

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Re-evaluate your list of goals

1. Have you included a goal about your own learning? About colleagues' learning?
2. Do you have a goal for sharing your learning? If not, add one.
3. Are all your goals measurable? If not, can they still be documented?



Collecting Evidence

To show that each goal was achieved and to collect artifacts for the NING, consider whether you want:

- a) **quantitative** data
 - facts, statistics
 - b) **qualitative** data
 - opinions, commentaries
- OR both**

Collect Data From More Than One Source, at More Than One Point in Time.

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Seven ways to get information

1. Literature search (could be electronic)
2. Journal/Blog kept by participants
3. Internet or print survey
4. Formal and informal interviews
5. Wikis
6. Student work or achievement data
7. Participatory and structured observation (including videotaped sessions)

Choose methods that suit your project and are the most efficient.



When to use a Survey

See Survey Tips in Conference Resource Website at <http://bit.ly/TLLP2018>

Written and/or) online surveys

- Are familiar to most people and convenient – can be completed later
- Reduce bias – same questions are asked, no voice inflections or visual cues to influence answers
- Best for quantitative results plus qualitative if there are some open-ended questions
- Good for pre- and post- surveying
- Not good for sensitive issues

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For all types of information gathering

- Provide a concise introduction explaining why you are collecting this information this way
- Keep your questions and surveys short
- Ask only questions that directly address your study goals
- Remember that you will have to collate results and analyze them for your report
- Don't make unnecessary work for yourself

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Your Own Professional Learning

- See Final Report form Section 3
- Document your learning throughout the project

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Sharing

- Check your list for your goal(s) for sharing your learning. What methods have you planned? (see report form) PD or subject conference workshops? Podcasts? Video? Blog? Publishing teacher resources or tool kits?
- How will you collect evidence to measure the success of the sharing? (Feedback forms? Blog entries? Website or blog “hits”? Workshop evaluations? etc.)

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Three Questions to Answer As You Share:

- What
- So What?
- What Next?



Activity Break: Ask one, leave one

On a piece of paper:

- Write down one challenge you think you may encounter
- Write one piece of advice you think some one would like to hear

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Exercise: fill in column 2 of your chart

Expanded List of Goals Key Word	Method(s) of Collecting Evidence



Leadership

- See report form for skills related to teacher leadership
- Reflect on these as the project progresses
- Use tips from carousels, colleagues, etc.
- Remember: you are a leader already!



Challenges

- Challenges WILL occur
- Can be in many areas – see report form
- Communications, funding, project plan not workable, relationships with colleagues, lack of resources or time, etc.
- When challenges occur, document them and your strategies used (whether successful or not)



Other Research Considerations

- If you are going to administer a survey, you may have to seek your board's permission or go through an ethical review process
- Protect privacy of students: get signed permissions to use video clips, student work, quotes from teachers etc. (your board may have forms already)
- **DO NOT** do anything that might be construed as evaluating or criticizing a colleague's performance
- Keep the principal "in the loop"
- Keep the future in mind
- Most projects hope to show improvements in student success, **BUT**

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BUT – BE REALISTIC

- Gains to student achievement and better EQAO scores may not occur immediately, and gains may be due to other factors
- Be sensitive to concerns and workloads of colleagues, students and parents

Don't try to do too much!

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Summary: Some Key Points

1. Start now
2. Revisit the End of Project Report
3. Evidence from more than one source
4. Evidence for each goal
5. Keep things short
6. Ethical issues
7. Be realistic