

CI3T Team Leadership and Professional Learning

I'm Catherine Glidewell and I am one of the team leaders at _____. And I was just going to talk today a little bit about being the team leader and why we felt it was kind of a good place to be for me and probably the biggest thing we have is that teachers have a lot more buy in with the teacher being the leader just because they know that I'm in the trenches with them and I'm doing the same thing that they are doing. I'm having to implement it with them instead of asking them to implement it and just kind of leaving them on their own and so that has been the biggest benefit to me being a team leader is that I can answer the questions that they asked just because I'm right there with them. I'm doing the same thing. So I can say I've tried this. It also gives me a bigger base to get information from them. So that I can tell other people throughout the building you know Susie is using this in her classroom and it is working really well. The other nice thing is that I've been able to take that information from the classroom teachers and then I make the PD. We do monthly staff meetings that are CI3T focused and so this year we focused on behavior and low intensity strategies in the classroom and so we've done things like instructional choice opportunities to respond and we've gone through a lot of those this year so then the teachers have that information and then we've asked for some sort of watching them do it in the classroom so I'll go in while I'm teaching in a classroom or pulling kids from the classroom. If I see something happening we take a quick pic so everybody in the building to see it and then we just sort of talk through it I have questions about using those strategies in the classroom. Our hope in the future is to now expand that to reading and math. I've done a lot of the presenting if it's somebody else is doing it we use the CI3t.org site. To gain information from there we also take from the empower sessions that you guys provide. We take the information from there as well and kind of meld in to our own presentation. We usually try to keep it to 25-30 minutes we take the whole staff meeting time if there is any announcements before we do them pretty quick. We like to have that whole time so that we can actually give them the strategy, feel like that they really understand it. Model it for them in some way so that they have an understanding of what it looks like and then kind of what our expectations are. We would like to see this at some point in time jot us a little note when you're going to do it so we can walk through and watch it or if you are comfortable with using it for a while and you have to take a picture and show us and so that gives us that time so we really feel they know that the strategy and that they can implement it in the classroom.