

## Boston Public Schools

### Professional Leadership Projects for BTU Members – Application for School Year 2008-2009

*Application must be typed and not more than 2 pages.*

#### Project Leader Information

##### X Individual Project

Name:	Diana D. Katzeva	Employee ID:	094520
Job Title:	2 <sup>nd</sup> grade teacher	School:	Blackstone Elementary
Email Address:	diana.katzeva@comcast.net	Telephone #:	(617) 635-8471
		Cell Phone #:	(978) 500-6111

#### Proposal Information

**Description of Project:** This proposal is based on the following beliefs: 1) The work of a Professional Learning Community (PLC) is centered around *learning*; 2) Knowledge is socially constructed in a reflective environment of collaboration where learners solve problems that are meaningful to them; 3) Teacher empowerment has a positive impact on teachers' and students' learning, and 4) Students learn best when given opportunities to systematically reflect on the academic and social aspects of their group learning.

The project consists of video recording my class monthly during an unrehearsed, key math lesson. I will share the recorded work with other teachers, my students, and their families. Teachers' participation in these meetings will be voluntary; non-judgmental attitude and confidentiality will be requisites for participation.

#### Project Objectives:

##### 1. Objectives for sharing the videos with teachers

- To collectively reflect on the learning taking place in my class and plan for next instructional steps
- To encourage de-privatizing of teachers' practice and, therefore, promoting the growth of our PLC

##### 2. Objective for sharing the videos with my students

- To foster accountable talk among students by them reflecting on: **a)** important math ideas and strategies, and **b)** types of conversations and interactions that lead to group learning (collaboration)

##### 3. Objective for sharing the videos with my students' families

Keeping families informed about our math learning goals and their child's progress

**Project Activities:** When reflecting on the recorded work with colleagues, I will use the *CCLM* format and the protocol *Looking at Student Work* to guide our reflections on what the students' work shows and what effective next steps for instruction could be.

When reflecting on the videos' content with my class, I will use probing questions for oral and/or written reflections. These questions will be matched to my class's particular needs.

**How will the success of this project be measured?** More than a project, this is a process. Evidence for the success will be: 1) Teachers' involvement; 2) Students' reflections on our recorded work and class' math learning (oral or written);

3) Parents' responses; 4. BPS Math Assessments

**How will this project improve student achievement?** Student achievement will be improved by: 1. Providing me with opportunities to de-privatize and improve my instruction by collaboratively reflecting on it with other teachers; 2. Fostering accountable student talk, and the class' sense of being a community of learners; 3. Communicating with parents about the learning that happens in our classroom, and getting them more involved in their children's learning.

**DEADLINE: Oct. 21, 2008**

**School Review Teams should fax their selected, signed proposal to Casel Walker c/o CLD at 617-635-6331 or 635-8887..**

## Boston Public Schools

### Professional Leadership Projects for BTU Members – Application for School Year 2008-2009

#### How will this project contribute to the professional growth and performance of educators in your school?

Sharing our adult learning experiences with other adult learners is the leap of faith that we must take because this will support our group learning!

In addition to giving other teachers a safe holding environment where we can meet and work collaboratively on improving our instruction and our students' learning experiences, as we do this work we will be sending an important message: Despite not being perfect, we are responsible professionals committed to improvement and learning. This is an empowering message, beneficial to our teacher morale and self-concept as adequate, responsible professionals.

**How will this project contribute to your professional and personal growth and performance? What kind of professional development focusing on teacher leadership might you find useful during the school year?** My math coach last year, Mrs. Nancy Belkov, video recorded three of my math lessons during the school year 2007-2008. The experience of taking the risk to look at and reflect on my video recorded work, and share it with others, greatly improved my teaching and added to my professional honesty and commitment to continue to reflect on my work and improve it. Among the people with whom I shared this work were – my students, their families, Mrs. Belkov, my 2<sup>nd</sup> grade team at Blackstone, my classmates at Salem State College's Educational Leadership Cohort, the Math coach, Mrs. Jana Sunkle. Mrs. Sunkle in turn, shared this work with other teachers who reacted very favorably. My hope for this new school year is that I can keep working on my professional growth by continuing to video record and share my students' work with other teachers.

With the budget cuts that BPS is undergoing, there are not enough resources for teacher development. The number of coaches assigned to schools throughout Boston has dramatically decreased. We must use the limited resources we have in the most efficient ways that we can envision, support each other, and learn from each other. Our *collective* teaching experience, skill and intelligence are rich resources, and we should use them in our benefit. Creating non-judgmental, confidential forums for teacher learning using technology (home-made videos), is a good way to start.

**What are your ideas for additional networking of project leaders during the school year?** In their landmark book *On Common Ground the Power of PLCs*, DuFour & Eaker say that "the most powerful staff development is job-embedded – teachers learning together as part of their routine work practice" (p. 248). Pfeffer and Sutton (p. 27) tell us the same: "embed more of the process of acquiring new knowledge in the actual doing of the task and less in formal training programs that are frequently less effective". Project leaders will need structured opportunities to collaboratively reflect on how their work is being implemented, if it is producing the expected results, and if not, what kinds of strategies could be used to help them meet their goals. They could benefit if meeting as a cohort, using protocols to guide their work on project-implementation.

#### School Review Team Approval

---

*Signature of Principal or Headmaster*

*Signature of ILT Representative*

---

*Signature of Faculty Senate Representative*

**DEADLINE: Oct. 21, 2008**

**School Review Teams should fax their selected, signed proposal to Casel Walker c/o CLD at 617-635-6331 or 635-8887..**