

# OUR VOICES MATTER!

---

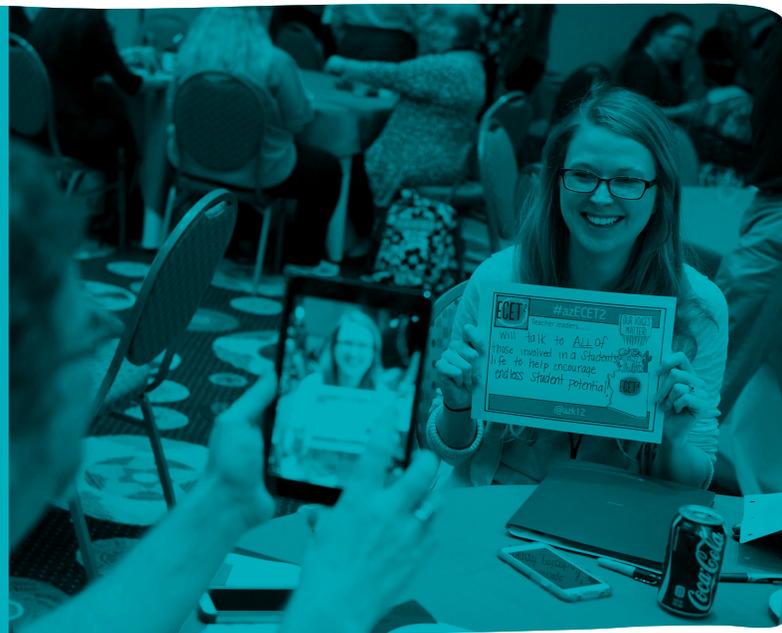
**A guidebook for planning and hosting an ECET<sup>2</sup> convening**

*Updated: March 2018*

# WELCOME!

(ECET<sup>2</sup>)

Elevating and Celebrating Effective Teaching and Teachers is a nationwide community of educators. We provide a forum for exceptional teachers to learn from one another and celebrate our profession.



# WELCOME

ECET<sup>2</sup> convenings are events created by teachers, for teachers. They harness the power of teacher leader networks to deepen learning, improve the teaching profession, and better serve students.

In 2012, nearly 200 educators attended the first national ECET<sup>2</sup> convening. After that event, energized teachers began organizing regional convenings to inform and inspire teachers in their own communities, develop their leadership potential, and hone their craft. Since then, teachers across the country have organized more than 200 convenings in 40 states with the support of grant funding and guidance from the ECET<sup>2</sup> network, reaching more than 30,000 teachers. For each event, teachers developed the goals and content, identified speakers, and managed logistics—all in the spirit of bringing fellow educators together to collaborate and learn.

This guidebook is a resource to help you plan and host a regional ECET<sup>2</sup> convening. It provides information about the convening design principles and the steps for planning and hosting a convening, as well as templates and examples from past convenings.

If you are interested in planning a convening, this guidebook is just one of many resources available to you. You can reach out to other regional convening planners through the dedicated Facebook group, as well as your fellow teachers in the national ECET<sup>2</sup> network.



## ECET<sup>2</sup>

ECET<sup>2</sup> was born out of the Bill & Melinda Gates Foundation's desire to improve and enhance teachers' professional growth and development; to reduce their sense of isolation from their peers; and to enhance their voices as leaders and advocates in their classrooms, schools, districts, and communities.

# WHAT IS ECET<sup>2</sup>?

The importance of teacher leadership cannot be overstated. Strong teacher leadership is critical to both transforming student outcomes and strengthening our profession.



However, exercising leadership can be hard. Each day many of us teachers face declining morale, feelings of isolation, and frustration that our potential remains untapped. ECET<sup>2</sup> responds to these challenges.

We connect both promising and established teachers to one another through national and regional convenings.

These convenings are *for* teachers, *by* teachers. They focus on teacher leadership and innovative instructional practices. Through the convenings, thousands of teachers become empowered to grow, collaborate, and ultimately effect change not only in our school communities, but in our profession as well.

## National, Regional, and Local Convenings

National convenings served as the original models for regional convenings. Teachers who attended ECET<sup>2</sup> national convenings could bring the experience back to their communities and plan their own regional convenings. Regional convenings adhere to the same set of design principles as national events, but regional convening planners have the flexibility to adapt the content to address local needs. Teachers who attend regional convenings can create even more hyper-local experiences by bringing ECET<sup>2</sup> to their districts and schools, to elevate and celebrate even more teachers.



# ECET<sup>2</sup> CONVENING DESIGN PRINCIPLES

Before you begin planning your event, become familiar with these key beliefs that all ECET<sup>2</sup> convenings adhere to.

- 
- ECET<sup>2</sup> CONVENINGS
- ★ Nurture trust through safe, confidential, and supportive spaces
  - ★ Focus on our potential for growth, while recognizing the talents that we already possess
  - ★ Recognize both the intellect and passion that drives us in our work
  - ★ Provide time for collaboration and learning that we don't get in a typical workday
  - ★ Put us, the teachers, in the lead
  - ★ Recognize us as talented professionals and experts in our field
  - ★ Equip and empower us to build the capacity of our peers

# ECET<sup>2</sup> CONVENING DESIGN PRINCIPLES

## Convening Content

The content of an ECET2 convening should focus on providing teachers with knowledge, tools, and skills for their professional growth in four areas:

### Teacher Leadership

Teachers have a powerful voice and an invaluable perspective on what works to motivate both students and their peers at the school and district level. Convenings should focus both on raising teachers' awareness of their own strengths, interests, and potential as teacher leaders, and on giving teachers opportunities to lead.

### Effective Collaboration

Teachers should leave a convening ready to build strong teams, empower colleagues, and influence those in positions of power in their schools and districts. Convenings should guide teachers through the use of effective techniques for communicating with their peers, administrators, parents, and community members.

### Innovative and Effective Instructional Practices

Convenings expose teachers to cutting-edge technologies and pedagogical practices, as well as to high-quality, evidence-based curricular materials and practices that are closely aligned to state standards. Teachers should leave a convening feeling like they have greater understanding of, and access to, these materials and practices and can share them with their peers.

### Equity in Education

Convenings should promote educational equity and advance efforts to close the achievement gap. Teachers who work in high-need schools or with high-need students should leave with a network of support, connection, and inspiration.

In addition to these focus areas, regional convening planners often supplement their events with unique and creative content.

## Format and Structure: Main Session Components

### Cultivating a Calling Keynotes

Speakers share emotional and candid stories about why they teach, in spite of the many challenges. Keynote speakers showcase diverse experiences in terms of demographics, grade level, and subjects taught, as well as response to the convening's overall theme. Every convening should include between two and four Cultivating a Calling keynotes.

### Colleague Circles

Small support communities meet throughout the convening to share and address common challenges. These central hubs allow participants to quickly build intense professional, social, and emotional bonds. Some teachers report forming relationships in Colleague Circles that last well after the convening. In fact, many teachers have said Colleague Circles are the most important and rewarding part of convenings. Every convening should include at least two meetings of Colleague Circles, with each meeting about one hour in length.

### Teacher-Led Breakout Sessions

Breakout sessions allow teachers to learn new skills and techniques, access actionable tools and information, and build their capacity to develop into teacher leaders. Teachers are the primary presenters and content experts, but non-teacher experts and facilitators may support them.

In effective sessions, participants learn by doing and creating, and facilitators move quickly from concept to application by focusing more on the "how" than the "why." Teachers leave effective sessions with key takeaways and tools they can bring to their classrooms. Every convening should include at least two breakout session time blocks of at least one hour in length, with multiple options for teachers to choose from during each session.

## Format and Structure: Additional Elements

These three additional programmatic elements can be embedded within the convening agenda or creatively incorporated in other ways.

### Networking Opportunities

Deliberate networking opportunities throughout the convening serve to expand teachers' connections within their states and districts. This networking enables teachers to know that even if they are isolated within their team, school, or district, they can still draw upon the strength and knowledge of their ECET<sup>2</sup> colleagues. These networking opportunities should connect teachers not just with one another, but also with existing regional and/or national teacher networks (such as the Center for Teaching Quality, Hope Street Group, and others). They should also provide a platform through which teachers can easily find resources to improve their classroom practice.

ECET<sup>2</sup> convenings should also incorporate specific opportunities to build teachers' capacity to use social media to stay connected with each other and with new networks following the convening. Ultimately, teachers should leave an ECET<sup>2</sup> convening feeling less isolated and more connected with teacher network organizations, their colleagues, and helpful teaching resources.

### Celebratory Elements

Celebrating teachers and teaching is at the heart of every ECET<sup>2</sup> convening. Convenings can often change the way teachers approach their futures in the profession by giving them the space to celebrate themselves and their work. Good food, nice venues, social activities, and tokens of appreciation are critical elements of an ECET<sup>2</sup> convening. You have the discretion to pick how and when to infuse celebrations into their convening.

### Reflection Opportunities

Successful convening planners carefully consider how and when to give teachers opportunities to reflect during the convening. Reflection opportunities help teachers process the convening experience and begin planning for action. These opportunities can take the form of informal sessions such as meet-ups to talk about specific topics or takeaways that resonate with attendees. Colleague Circles can provide opportunities for teachers to plan for action within the safety and trust of a supportive community of peers and can encourage continued dialogue and progress check-ins during the months after the convening.



# 10 STEPS FOR PLANNING AND HOSTING AN ECET<sup>2</sup> CONVENING

➤ START

- 1 Build Your Planning Team
- 2 Create a Budget and Work Plan
- 3 Determine Your Audience and Goals
- 4 Find a Venue
- 5 Identify, Invite, and Register Participants
- 6 Develop Your Agenda
- 7 Select and Prepare Speakers and Contributors
- 8 Develop and Implement a Media Outreach Plan
- 9 Manage On-site Logistics
- 10 Continue the Momentum

# STEP 1: BUILD YOUR PLANNING TEAM

A strong planning team of teachers is behind all successful ECET<sup>2</sup> convenings. This team owns all aspects of planning, organizing, and implementing a convening and sets the safe, supportive tone that will underpin participants' ECET<sup>2</sup> experience.

1) Identify fellow ECET<sup>2</sup> alumni.  
**A successful planning team consists of at least one teacher who has attended a national or regional ECET<sup>2</sup> convening since 2015. This member will help ensure the essence of ECET<sup>2</sup> is alive at your event.**

2) Identify the skills and experiences that will be valuable on your planning team, such as fundraising, media relations, project management, and event planning.

**Also, think about relationships with local district leaders, businesses, and nonprofit organizations that will be helpful to have as you plan your event. Consider recruiting individuals who already have these relationships.**

3) Use your networks to find other interested teacher leaders.  
**Be prepared to share your ECET<sup>2</sup> experience and explain the benefits of helping to plan an ECET<sup>2</sup> event.**

## ★ WHAT DO PARTICIPANTS GET OUT OF ECET<sup>2</sup>?

As you begin to plan your event, you'll likely be approached by colleagues who will inquire about what is gained from attending or planning a convening. In addition to sharing your personal story, consider pointing out that most participants leave ECET<sup>2</sup> convenings with tools, best practices, and a strong teacher leader network to grow, collaborate, and lead.

### GROW

- Become comfortable with being a teacher leader
- Discover passions and interests
- Take ownership of your professional development
- Gain access to new ideas, tools, and strategies
- Build your network

### COLLABORATE

Improve your ability to work productively with peers to:

- Solve problems
- Make decisions
- Manage conflict
- Design curricula
- Develop interventions

### LEAD

- Explore new ways to lead, coach, and mentor
- Share tools and strategies with struggling colleagues
- Advocate for students and colleagues
- Use social media to share on-the-ground information
- Partner with central office leaders to design solutions, policies, and professional learning opportunities
- Plan regional and school-based ECET<sup>2</sup> convenings

4) Once your team is established, assign roles and responsibilities to individuals or committees for critical tasks, including:

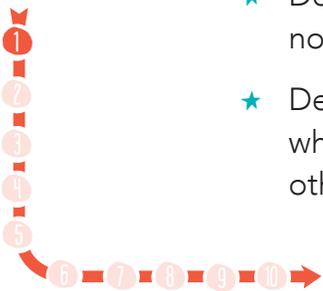
- ★ An executive committee, with responsibility for organizing the team and coordinating with the national ECET<sup>2</sup> community
- ★ Agenda planning, with responsibility for making sure the convening agenda evolves to meet the team's goals
- ★ Logistics management, with responsibility for working with the venue and other vendors
- ★ Speaker identification and preparation, with responsibility for finding compelling speakers and facilitators, and familiarizing them with ECET<sup>2</sup>
- ★ Social media, with responsibility for promoting your convening on social media before, during, and after the convening, and for designing convening content to build participants' capacity to use social media

5) Decide how your team will communicate.

- ★ Schedule weekly in-person meetings or set up a dedicated social media page. Even if you decide to primarily communicate virtually, set aside time for in-person meetings to discuss critical issues.
- ★ Determine who will chair the meetings and who will take notes.
- ★ Decide how the planning team will make decisions, whether by consensus, majority vote, or some other means.

## IMPORTANT QUESTIONS TO CONSIDER

- ★ Does your team include at least one teacher who has attended a national or regional ECET<sup>2</sup> since 2015?
- ★ Does your team consist primarily of teachers?
- ★ Does each member of your team have clearly delineated roles and responsibilities? Who is in charge of making sure the work gets done?
- ★ What kinds of online project management or communications tools (such as Facebook, Google Drive, Basecamp, Asana, Trello, Dropbox, or Voxer) will be most useful?



# STEP 2: DETERMINE YOUR AUDIENCE AND GOALS

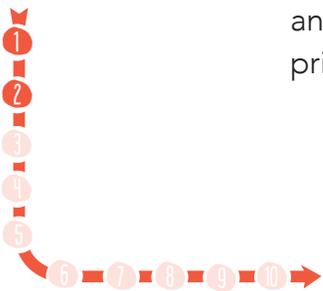
Your audience is the teachers in the region your convening will target.  
Your goals are the broad objectives that you hope to achieve with your event.

Your audience and goals will guide all of your decisions related to content and logistics. Communicating clear goals will also be necessary when inviting speakers and facilitators and preparing them for your convening, as well as when you share the vision and purpose of the gathering with participants.

## 1) Identify key characteristics of audience members.

**Think about whom you want your convening to reach and why you want to reach them.**

- ★ What geographic region are you targeting?
- ★ What's the ideal number of participants?
- ★ Which "focus schools" will you identify as those to target for your outreach and recruitment efforts?
- ★ What challenges or questions might teachers share?  
How can you create a convening that brings together teachers with a diverse set of experiences?
- ★ While bearing in mind that ECET<sup>2</sup> convenings are by teachers and for teachers, will you include other educators, such as principals or school administrators?



2) Review the ECET<sup>2</sup> design principles on page 4 and consider how they align with existing professional development and student achievement goals in your school, district, or state.

*Aligning the ECET<sup>2</sup> key beliefs with local goals will create a stronger convening and basis to continue the work that begins at your convening long after it ends.*

3) Set two to four goals for your convening.

- ★ What do you hope to achieve with your convening? What do you hope participants will gain from the experience?
- ★ Consider your and your planning team members' experiences at past ECET<sup>2</sup> events, and seek input from teachers within your target audience on what they would find most valuable.

4) Identify convening topics.

- ★ Identify a range of topics that relate to your goals and reflect the diversity of participants. Consider current issues facing teachers, such as Common Core implementation, educator evaluation, support and feedback systems, and teacher leadership opportunities.
- ★ Brainstorm what issues are most important to teachers in your region, and which compelling speakers or facilitators you hope will participate. (Speakers may also be helpful in identifying topics.) Consult national or regional convening agendas or reach out to other teachers organizing their own local convenings.

## IMPORTANT QUESTIONS TO CONSIDER

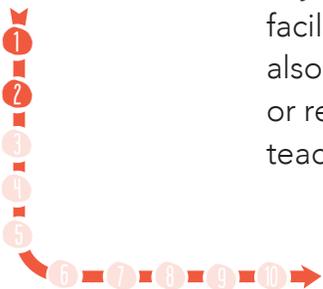
- ★ What are the key characteristics that you seek among convening participants?
- ★ Which goals from your local community should you consider as you develop your ECET<sup>2</sup> convening goals?
- ★ Are your goals realistic, measurable, and relevant?
- ★ To whom should you communicate your goals, when, and in what form?
- ★ When should you refine and revisit the goals?

5) Apply your goals as a planning framework as you design your agenda.

*This will ensure a purposeful convening in which the content and the logistics complement one another and align with the mission you set out to achieve.*

6) Refine goals as needed during the planning process.

*Make sure that everyone on your team is on the same page.*



# STEP 3: CREATE A BUDGET AND WORK PLAN

Once your convening's goals and audience have been determined, your team is ready to create a budget and work plan. Formalizing your budget will help to ensure that you have sufficient resources to plan and host your convening, while your work plan will identify the key steps.

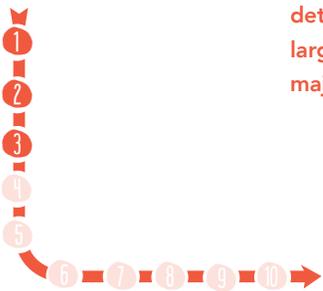
## Your Budget

- 1) Make a realistic estimate of the total funds you will have at your disposal, based on secured or anticipated funding.
  - ★ When in doubt, err on the conservative side: better to have money left over after your convening than to find yourself scrambling the week before the event.

- 2) Determine the size and duration of your convening.
  - ★ How many participants will you invite?
  - ★ What is the length of the convening?

**These are your primary cost drivers because they will determine both your venue, which will likely be your largest expense, and the amount you spend on other major cost categories.**

- 3) Develop a budget that includes major cost categories, which usually include:
  - ★ Venue fees, including event space and audio/visual (A/V) equipment costs
  - ★ Food and beverage costs
  - ★ Production costs, including printed materials, shipping, and supplies
  - ★ Participant travel and accommodations, including mileage reimbursements and hotel room costs
  - ★ Support for post-convening activities designed to continue the momentum of the convening
  - ★ The cost of substitute teachers for convening participants from schools that operate a Title I schoolwide program



4) Allocate funds across categories based on your priorities and total budget.

- ★ Determine the amount you are willing to spend on a venue, which is often the most costly element of a convening. Call potential venues to get rough estimates. (See Step 4 for more information on choosing a venue.)
- ★ Ensure that you understand the permissible use of grant funds. For example, some funders may allow their grants to be used to pay for the fees, transportation, or honoraria for outside speakers, while others may not. Confirm any questions you have directly with the funder.

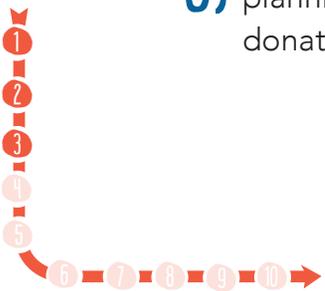
5) Explore cost-saving measures, like manually managing registration or making your agenda available only online, and ways to expand your pool of funds, such as:

- ★ Soliciting in-kind donations
- ★ Securing local funding from your district leaders, grant makers, businesses, or other stakeholders in your community

6) Update your budget periodically throughout planning as priorities shift or you receive donations.

## IMPORTANT QUESTIONS TO CONSIDER

- ★ How many participants do you expect will attend the convening?
- ★ How long will the convening last?
- ★ How much are you willing to spend on venue costs and fees, including space, food and beverages, and A/V equipment?
- ★ What costs will you cover for participants (e.g., travel and accommodations)?
- ★ What are some cost-saving options? Are there other potential funding sources that can supplement your primary funding source?
- ★ Will you solicit in-kind donations for your convening (e.g., catering/refreshments or venue rental)?



## Your Work Plan

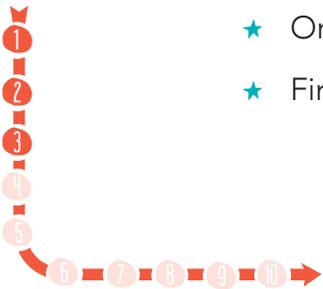
- 1) Choose the convening dates.
  - ★ Determine the approximate amount of time it will take to plan your convening. Allow at least two months.
  - ★ Then identify two or three potential dates for your convening.
  - ★ Consider holidays and other events that may affect the availability of your participants. Take into account budget constraints, as holidays and weekends may entail higher rental fees than weekdays.
- 2) Map out major tasks and deadlines, starting with the probable date of your event and working backward. Build in some buffer time to allow for unforeseen obstacles.
  - ★ Secure a venue
  - ★ Open and close participant registration
  - ★ Secure and close hotel room blocks (if the planning team is responsible for participant lodging)
  - ★ Confirm speakers and facilitators
  - ★ Prep speakers and facilitators
  - ★ Finalize the convening agenda
  - ★ Order printed materials and other supplies
  - ★ Finalize logistics, such as catering and A/V equipment

- 3) Delegate planning responsibilities and note on your work plan the person assigned to each task.
- 4) Treat your convening work plan as a living document that you reference and adapt regularly.

Use the work plan as a guide to monitor your progress and as a tool for prioritizing key tasks. As your plan comes into focus, adjust your timeline accordingly.

## WORK PLAN

- ★ What dates would be optimal for participants (e.g., during summer or other school breaks)? How will limitations such as state testing, vacations, and staff development days affect the timing of your event?
- ★ Does your work plan include all the major milestones you must meet for effectively planning your convening? Is each task assigned an owner and a deadline?
- ★ Is your work plan clear and accessible to all planning team members?



# STEP 4: FIND A VENUE

Your effort in securing a venue that both meets your budgetary needs and provides appropriate meeting spaces will pay off in a positive participant experience. The venue is critical in setting the tone and atmosphere for the entire convening.

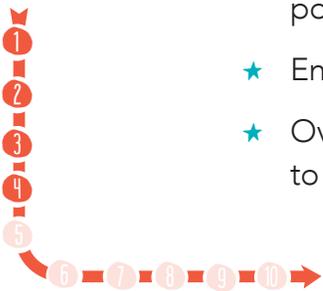
1) Brainstorm and then choose a preferred convening location.

Consider participants' travel time and cost, as well as the general availability and price range of venues in a given area. For example, while urban areas are generally more expensive than suburban or rural locations, they often have many more venue options and are more centrally located for attendees.

2) Define venue criteria.

While keeping in mind your budget, timeline, and conference goals, consider:

- ★ Availability of overnight lodging (if needed)
- ★ Provisions/restrictions on usage of the venue space
- ★ Sense of "celebration" or a professional, special feeling for teachers
- ★ Size, variety, and flexibility of meeting spaces offered
- ★ Availability of A/V and other equipment
- ★ Food and beverage options and costs (e.g., is it possible to bring in outside caterers?)
- ★ Environment that honors teachers as professionals
- ★ Overall costs and applicable discounts (e.g., is the venue willing to process tax exemption paperwork, if applicable?)



3) Research potential venues, collecting information related to your venue criteria.

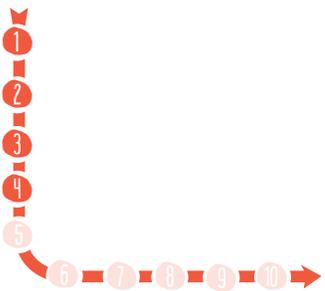
- ★ Solicit venue recommendations (hotels, community centers, schools, etc.), consider venues your school or district has used in the past, and research potential venues online.
- ★ Compare venue options and prioritize top choices.

4) Choose a venue.

- ★ Negotiate and secure a contract for your venue. Clarify payment timelines and venue usage restrictions before finalizing your contract.
- ★ Confirm a key point of contact for the venue. The planning team will work closely with this person throughout the rest of the planning process and during the convening itself.

## IMPORTANT QUESTIONS TO CONSIDER

- ★ What are the key criteria on which you will select a venue?
- ★ Is there adequate and flexible space in the venue for the variety of sessions you are considering including in your agenda (e.g., keynotes and breakout sessions, registration, Colleague Circles)?
- ★ How will your venue positively contribute to the overall tone and atmosphere of the convening? Does it help promote the spirit of ECET<sup>2</sup> (valuing and elevating teachers and the teaching profession)?
- ★ Are there any factors associated with the venue that might distract from the convening? For instance, is Wi-Fi available? Is another event going on at the same time? Is the venue undergoing renovations?



## CHECK IN

You are half way through the steps of planning your event. By now, you should have a clear sense of the geographic reach of your convening, the types of participants you plan to invite, and what your goals and objectives are. You should have a budget and work plan in place, and your venue should be secure. You are ready to develop an invitation list.

# STEP 5: IDENTIFY, INVITE, AND REGISTER PARTICIPANTS

1) Use one or more of the following methods to identify teacher leaders to invite:

- ★ Seek referrals from trusted sources, such as respected district administrators or principals.
- ★ Draw participants from existing groups of teacher leaders, such as nonprofits that offer teacher leadership or engagement programs, school or district committees, or unions.
- ★ As you identify standout teacher leaders to invite, consider requesting that they recommend one or two of their colleagues to be invited. This will facilitate enthusiasm and engagement when teachers return to their school.
- ★ Put out an open call via email or social networks for interested educators; casting a wide net can help you identify teachers with great potential who have yet to stand out in their schools.
- ★ If you do this, consider the criteria you will use for selecting attendees. For example, you could ask interested teachers to answer an open-ended question about their background or interest in supporting their profession.

If you are seeking a diverse group in terms of geography, experience, type of school, subject, or grade level, ask for this information in your application.

2) Identify at least four "focus schools" to target for your outreach and recruitment efforts.

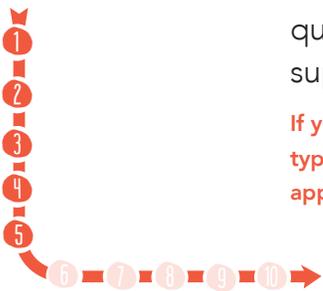
- ★ You should aim to recruit at least five teachers and at least one administrator from each focus school to participate in your convening.
- ★ These cohorts will share a common ECET<sup>2</sup> experience and be able to support each other in bringing the experience back to their home school.

3) Find ways to make the ECET<sup>2</sup> opportunity available to teachers who work with high-need students, and/or from high-need schools.

- ★ Such teachers are often those in greatest need of being elevated, celebrated, and connected with their peers.

4) Consider inviting others in the education field, such as administrators, union representatives, community partners, or current or prospective funders.

If you do invite these stakeholders, consider their roles and whether they should attend all or part of the convening. Bear in mind that their presence could change some conversations as a result of power dynamics.



## Inviting and registering participants

- 1) Develop and send invitations.
  - ★ Craft an invitation that includes information about the event's title, goals, dates, and times. Consider providing a draft agenda.
  - ★ Be sure to provide clear directions on how to register. For many participants, registration will be their first interaction with ECET<sup>2</sup>, as well as with your planning team. It is important to create a positive experience for them, while still getting the necessary information you need.
  
- 2) Decide the information you will gather from participants as they register, which will likely include:
  - ★ First and last name, and the name they would like on their name badge
  - ★ Contact information, including preferred email, phone number, and/or Twitter handle
  - ★ School, district, or other affiliation
  - ★ Title
  - ★ Zip code
  - ★ Dietary restrictions
  - ★ Personal needs or special assistance
  - ★ Content preferences
  - ★ Interest in serving as a speaker or facilitator (if appropriate)
  - ★ Accommodations needs (if applicable)
  - ★ Transportation needs (if applicable)

### PARTICIPANT INFORMATION

First name ..... Last name .....

What name should go on your ID Badge .....

Preferred email ..... Twitter handle @ .....

Phone number .....

School district .....

Title .....

Zip Code .....

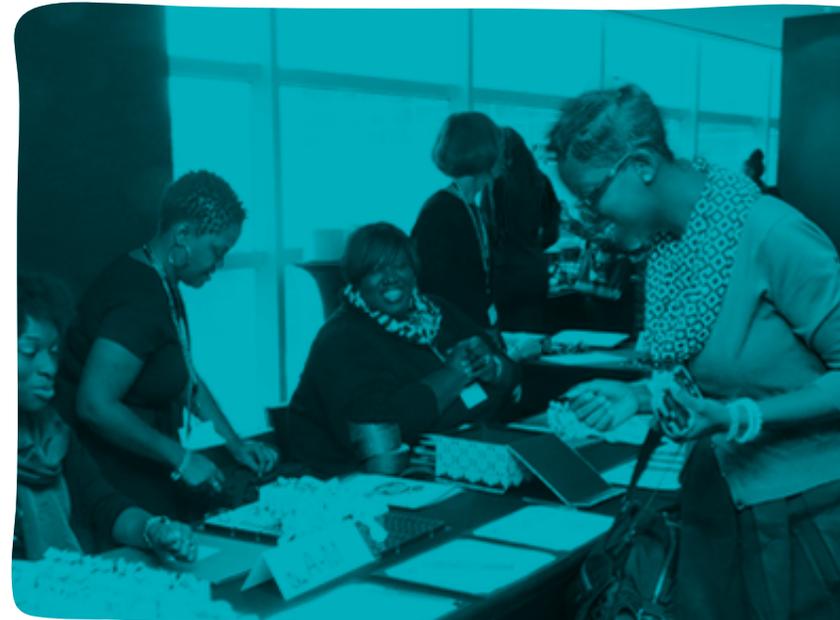
  

Content preferences .....

Are you interested in serving as a speaker or facilitator .....

Accommodation needs .....



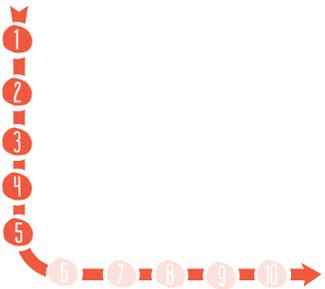
3) Solicit and organize registration information via an event platform like EventBrite or JotForm, which enables participants to pre-select breakout sessions.

You can also use email, or an online form, like a Google document, to organize registration.

4) Create a way for attendees to contact you with questions, such as a dedicated email account that your planning team can monitor.

## IMPORTANT QUESTIONS TO CONSIDER

- ★ Who do you know who might be able to refer potential convening participants?
- ★ What existing groups of teachers or teacher leaders should you consult as you identify convening participants?
- ★ What is the target number of participants you wish to invite/attend, and how will you manage too much or too little interest among the teachers you invite?
- ★ What portion of your invitees will be teachers?
- ★ What information would be helpful as you register attendees?
- ★ How will you collect and organize registrant information?



# FINDING LOCAL SUPPORT: THE EVER-PRESENT STEP

Finding supplemental local support for your ECET<sup>2</sup> convening is something to think about early and throughout the planning process. Local support can help you organize larger and more effective convenings, and it can earn buy-in from key community institutions. Local support can cover costs that may emerge that cannot be covered by the ECET<sup>2</sup> grant, such as any speaker honoraria or providing for substitute teachers. Local funding can also be used to provide tokens of appreciation for convening participants or to support other celebratory convening elements.

You do not have to find local funding to support a 1:1 match with an ECET<sup>2</sup> grant (for instance, if you received a grant of \$10,000 from ECET<sup>2</sup>, you do not have to raise an additional \$10,000). However, be on the lookout for teacher support organizations like local educational foundations or teachers unions who can provide additional funding.

Local support does not always need to come in the form of a single check for a fixed amount of money. Other types of local support include:

- ★ **In-kind donations:** Ask local partners to contribute event space, food and beverages, photography services, or gifts for teachers to support your convening.
- ★ **Creative giving structures:** Ask community members or organizations to “sponsor an ECET<sup>2</sup> teacher,” or host a networking happy hour.

Use the same kind of language to reach out to potential funders that you do to connect with the media. Remember: stories and experiences are compelling, so the more photos and teacher stories you can share, the better.

# STEP 6: DEVELOP YOUR AGENDA

This is your opportunity to craft sessions and conversations that empower teachers, build their leadership skills, and renew their enthusiasm. Great agendas provide a clear sense of what participants can expect from the convening and inspire both the intellect and the passion that drives teachers in their work.

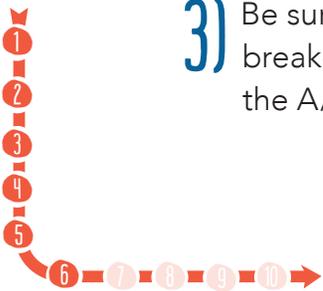
- 1) Use Excel spreadsheets, Google docs, or other shared documents to organize your ideas for speakers, panels, activities, and other sessions.

Consult prior ECET<sup>2</sup> convening agendas, including those found in the appendices of this guidebook, and use them as templates that you can modify and fill in as you go.

- 2) Consider a range of session formats in addition to the Cultivating a Calling keynote addresses, Colleague Circles, and teacher-led breakout sessions.

- ★ Convenings with a variety of session formats are more likely to keep attendees engaged and provide ample opportunities for collaboration and learning.
- ★ Consider including student performances, speakers, and video presentations that can ground your convening in student experiences.
- ★ Also consider formats such as “unconferences” that allow participants themselves to identify discussion topics in an organic and flexible fashion.

- 3) Be sure your venue can accommodate your agenda, including the number of breakout rooms available, how many people each room can accommodate, and the A/V capabilities of each room.



## 4) Recognize the value of down time, beyond resting and recharging.

Breaks provide opportunities for participants to build relationships. Consider including ice breakers and ample time for attendees to engage with one another during meals and other social activities.

## 5) Develop a clear written agenda for attendees with the following key details:

- ★ The convening's title (which should include "ECET<sup>2</sup>" in some way), dates, and location
- ★ The convening's goals
- ★ A day-by-day timetable with session names, brief descriptions of each session, the names of facilitators and/or presenters, and the locations of the sessions

### You may also want to include:

- ★ A welcome from any leaders who will attend the convening or who helped plan it, potentially including sponsors or planning team members
- ★ A map of the venue
- ★ Any pertinent information about transportation, meals, or ancillary events
- ★ Pages for taking notes
- ★ A list of attendees

Examples of agendas from past ECET<sup>2</sup> convenings can be found in the appendices of this guidebook.

## IMPORTANT QUESTIONS TO CONSIDER

- ★ Taking into account the convening's goals, what topics would attendees like to learn more about? Which will be most popular?
- ★ How many breakout sessions are appropriate for the size of your convening and your venue?
- ★ How will you help teachers get to know one another? What types of networking opportunities will your convening include?
- ★ When should breaks, meals, and snacks be scheduled? Are water and coffee always available?

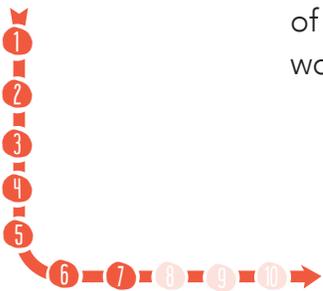


# STEP 7: SELECT AND PREPARE SPEAKERS AND CONTRIBUTORS

Teacher speakers are always a convening highlight. There is not one right way to select speakers and engage local teacher leaders to share their experiences and insights. Put the insights of teachers, and their students, at the center of your event.

- 1) Begin speaker recruitment with the people your planning team knows.
  - ★ Most speakers and contributors should be teachers, but you may also want to invite experts, local leaders, or policy-makers to speak, as well.
  - ★ Consider the types of sessions you are organizing and the abilities and skills each type of session will require from a presenter, from facilitating a small group conversation to presenting in front of a large audience.
  - ★ Ask school administrators to refer teacher speakers. For ECET<sup>2</sup>, teachers should be willing to reflect on their paths as educators through a video or TED-style talk or to share a problem of practice or example of something that has worked well in the classroom.

- 2) Be resourceful as you search for additional speakers.
- 3) Consider sending an email to registrants to identify those interested in leading sessions.
- 4) Choose an energizing emcee with whom your audience will identify to welcome the group and explain the convening's purpose.



5) Help your facilitators and presenters prepare.

Although teachers typically speak to students each day, they are not always comfortable standing up in front of other teachers in a conference setting. Provide presenters with a clear vision of what you hope they will contribute through a brief, written document that outlines:

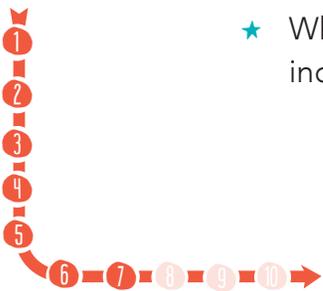
- ★ The convening goals
- ★ A recommended structure for the session, including its length and format
- ★ Expected number of attendees
- ★ Questions you hope the speaker's session will address
- ★ Suggested discussion questions or activities

6) Hold a prep call with speakers at least two weeks before the convening.

- ★ During this call, ensure you have the information you need from your speakers, such as a session description and their audio/visual equipment needs.
- ★ Answer any final questions and ensure they have a dynamic and engaging session prepared. See the appendices for facilitator preparation materials.
- ★ What information do you need from speakers, including session information and A/V needs?

## IMPORTANT QUESTIONS TO CONSIDER

- ★ Who is best positioned to address the topics you have selected? Who are the teacher leaders or partner organizations well recognized in your priority areas?
- ★ What is your strategy for reaching out to each speaker? Who will lead the outreach?
- ★ Who is/are the right speaker(s) to welcome attendees and emcee the event?
- ★ How can you best prepare speakers? What information do you need to provide them beforehand in a prep email and/or call?



# STEP 8: DEVELOP AND IMPLEMENT A MEDIA OUTREACH PLAN

Media is a powerful tool to help build the ECET<sup>2</sup> movement in your community, foster deeper connections among your convening participants, and sustain the energy of your convening after it ends.

1) Identify a specific planning team member (or members) to be responsible for coordinating social media engagement.

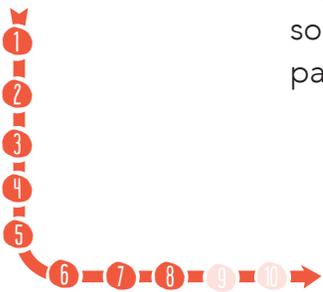
- ★ Consider platforms that your team is already familiar with and that participants are already active on: Facebook, Twitter, and Pinterest.
- ★ Encourage your planning team to join the national ECET<sup>2</sup> online community on Facebook and Twitter.

2) Develop an engagement strategy for each platform to promote participation before and during the convening.

- ★ Consider engaging participants with a hashtag (e.g., #ECET2NY2014) on Twitter. Share it with attendees prior to the convening and print on convening materials and signs.
- ★ Promote the national hashtag (#ECET2), so your convening is connected to the larger ECET<sup>2</sup> network.
- ★ Consider designating a “social media lounge,” where social media experts provide personal guidance to participants using various platforms.

3) Promote social media use after the convening.

- ★ Provide tips and support for participants on how to use social media effectively in their practice
- ★ Identify specific ways you can follow up with participants after the convening and encourage them to join conversations on your chosen social media platform(s).
- ★ Let participants know that convening resources (presentation slide decks, breakout session materials, etc.) are available via social media.
- ★ Use Facebook, Google Drive, or Dropbox to share digital resources.
- ★ Consider holding Twitter meetups: scheduled Twitter conversations about a specific topic.



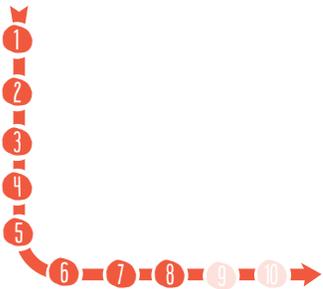
## Traditional Media

Don't forget to use traditional media (television, radio, and newspapers) to raise awareness about your ECET<sup>2</sup> convening and report on the momentum that follows.

- ★ Draw upon the key beliefs of ECET<sup>2</sup>, so they are identified with the ECET<sup>2</sup> brand.
- ★ Distinguish ECET<sup>2</sup> from other professional development events by telling your own ECET<sup>2</sup> story. Tell about why ECET<sup>2</sup> is meaningful for you, and how your experience directly benefits your students.
- ★ Emphasize that ECET<sup>2</sup> is about teachers and improving learning outcomes for students, not about any particular curricular reform.
- ★ Consider sharing a draft agenda.
- ★ Explain that ECET<sup>2</sup> is part of a national effort to celebrate effective teachers and teaching and connect teachers having similar experiences across the country.

## IMPORTANT QUESTIONS TO CONSIDER

- ★ What are the key messages your team wants to get across using traditional and social media?
- ★ Which members of your planning team are active in social media? Which social media channels do they prefer?
- ★ Which social media platforms are your convening participants already using?
- ★ How can you follow up with participants after the convening to encourage them to join colleagues in conversations via social media?
- ★ How can you use social media platforms to give participants access to convening resources?
- ★ What connections or relationships, if any, do members of your planning team have with local newspapers, radio stations, or television stations?



# STEP 9: MANAGE ON-SITE LOGISTICS

Behind the scenes of any successful local ECET<sup>2</sup> convening are detailed strategies for managing on-site logistics. The value of taking time ahead of the convening to carefully plan logistics, coordinate with venue staff, and confirm on-site roles cannot be overstated. Streamlined logistics help elevate a convening from an unremarkable event to a transformative experience.

## Before the Convening

1) Create organizational tools for managing logistics that all planning members can access.

- ★ Central logistics tracker
- ★ Finalized agenda
- ★ Session times and locations
- ★ Room setup needs
- ★ Speakers and facilitators
- ★ Necessary supplies and A/V requirements
- ★ Key roles for the planning team during each session
- ★ Contact information cheat sheet
- ★ Planning members
- ★ Venue staff
- ★ A/V technicians
- ★ Speakers and facilitators



2) Confirm room setups, A/V requirements, and food and beverage arrangements with venue staff.

3) Develop convening signage and other printed materials, and consider offering to print materials for speakers and session facilitators.

- ★ At least one sign for the main meeting location
- ★ A sign for each breakout room
- ★ A sign to direct participants to the registration table
- ★ A registration table sign
- ★ Signs or labels if you're having assigned seating during conference-wide sessions or meals

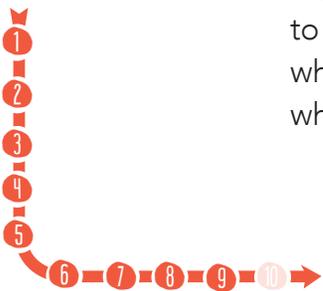
4) Gather convening supplies, including items requested by speakers or session facilitators.

- ★ Ask the venue staff if any materials are included with your venue rental (e.g., hotels usually provide notepads and pens).
- ★ Consider ordering materials online and having them shipped directly to the venue.
- ★ Consider whether you will provide small gifts to speakers or facilitators, and if so, find out whether their organizations have rules governing what they can accept.

5) Talk through the final agenda and logistics tracker to anticipate key remaining tasks, and list these in a clear staffing plan, or include them as part of the logistics tracker.

### KEEP IN MIND THE FOLLOWING IMPORTANT TASKS/ROLES:

- ★ Hanging convening signage
- ★ Setting up and manning the registration table
- ★ Serving as a point person for A/V setup and troubleshooting
- ★ Serving as a point person for speakers/facilitators
- ★ Taking notes
- ★ Acting as microphone runners for Q&A portions of relevant sessions
- ★ Stocking all breakout rooms with supplies

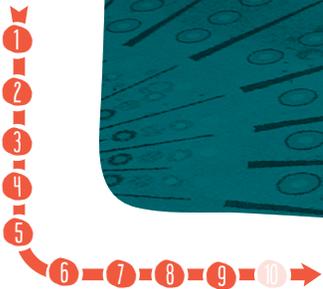




## ? IMPORTANT QUESTIONS TO CONSIDER

### Before the convening

- ★ What does the venue provide in terms of A/V equipment, supplies, and food and beverages? If you plan to provide any of your own equipment, supplies, or refreshments, what coordination needs to happen with venue staff before and during the event?
- ★ Do you have sufficient A/V backup (e.g., laptops, extension cords, or recording equipment)?
- ★ Do you have the necessary signage and printed materials for all of your sessions?
- ★ Do you have sufficient time to order and collect all printed materials and supplies so they will arrive when needed?
- ★ If you are ordering supplies to be directly shipped to the convening venue, have you confirmed the specific shipping address with the venue?
- ★ Will you provide gifts to speakers or facilitators? If so, do their respective organizations have any prohibitions or guidelines on gifts?



## Day of the Convening

- 1) Hold on-site meetings with A/V or event venue staff just before the convening begins.

Walking through the agenda and the physical location of conference sessions is a helpful way to raise final questions the team needs to discuss with venue staff and confirm that everyone is on the same page regarding roles and responsibilities.

- 2) Plan for a few hours to distribute convening supplies, post signage, and finalize room setups.

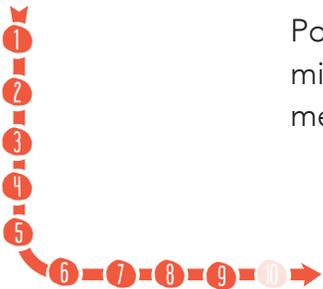
- 3) Set up and monitor participant registration.
  - ★ Allow at least one hour for participants to arrive and check in, and have at least two planning team members cover the registration table.

- 4) Hold on-site meetings with convening speakers/facilitators before their sessions.
  - ★ Designate one or more planning team members as points of contact for convening speakers and/or session facilitators. Confirm that they understand where and when their sessions will be held.
  - ★ Set up a test run for A/V equipment (run PowerPoint presentations, test live websites, test microphones). Ensure at least one planning team member is familiar with A/V setup.

## IMPORTANT QUESTIONS TO CONSIDER

### Day of the convening

- ★ Are there clear roles and responsibilities for planning team members for the day of the event?
- ★ Do venue and A/V staff and convening speakers/facilitators have a clear point of contact on the planning team in case they have questions during the convening?



# STEP 10: CONTINUE THE MOMENTUM

The energy and enthusiasm that you help to inspire through your ECET<sup>2</sup> event should continue after your convening ends.

- 1) Help participants develop individual action plans that give a clear set of ideas, resources, timelines, and networks to continue the conversations that began at your convening and bring what they've learned back to their classrooms.

These action plans can be highly-structured, fill-in-the-blank exercises or more open-ended questions designed to provoke conversation.

- 2) Ask participants to nominate teachers to invite to your next convening

Take advantage of the excitement in the room to ask teachers to help build the momentum for your next convening.

- 3) Appoint local chairpersons to organize activities in specific locales.

Set aside convening time—perhaps during a Colleague Circle—to bring participants together according to their specific town, district, or county. Teachers from each locale can then identify volunteers to organize meetups, happy hours, book clubs, or other informal in-person gatherings to continue the conversations that began during your convening.

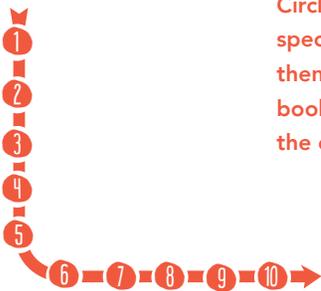
- 4) Use social media to help connect participants not only with one another, but also with the tens of thousands of teachers that comprise the national ECET<sup>2</sup> network.

In addition to the tools described in Step 9, use services like Google Hangouts to encourage video chats among your participants.

- 5) Engage administrators.

Planners of regional convenings have found that engaging principals and other administrators has been an important way to continue the momentum of ECET<sup>2</sup>.

- ★ Prepare materials that teachers can use to help explain the purpose and goals of ECET<sup>2</sup> to their principals and administrators.
- ★ Help teachers articulate the value and importance of working closely with their principals.



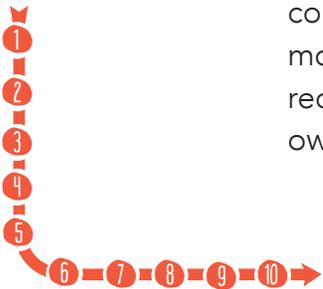
- 6) Check in regularly with participants after your convening.
- ★ Administer a survey immediately following your convening to learn what worked well—and what didn't.
  - ★ Keep participants posted about new ideas, articles, tools, resources, and trends.
  - ★ Seek volunteers to join your planning team to help plan your next ECET<sup>2</sup> event.

- 7) Connect participants to high quality tools and resources.
- ★ Teachers spend a lot of time hunting for tools and resources. In addition to making the materials used at your convening available to participants via Dropbox, Google Drive, or Facebook, consider connecting them to other relevant high quality tools and resources such as those found in Tools Being Talked About. (Please see page 60 in the Appendix.)

- 8) Encourage teachers to organize ECET<sup>2</sup>-style events in their own schools.
- ★ Equip and empower teachers who attend your convening with the support, guidance, tools, motivation, and seed funding (if available) to recreate the ECET<sup>2</sup> experience for peers in their own schools.

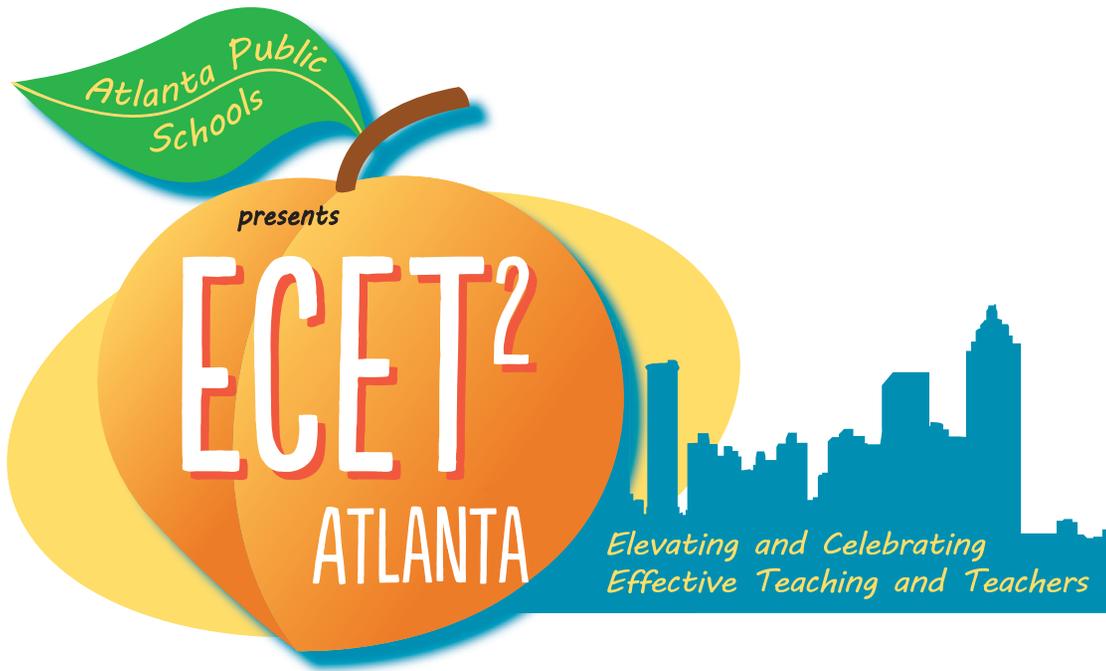
## IMPORTANT QUESTIONS TO CONSIDER

- ★ What are the geographical considerations that might help or hinder in-person activities following your convening?
- ★ Which convening participants would be strong candidates for leading or organizing follow-up activities?
- ★ What is the best way to engage principals and administrators at the schools where your convening participants teach?



# APPENDICES

On the following pages you will find various examples and templates from previous ECET<sup>2</sup> convenings that you can reference while you plan your own.



BILL & MELINDA  
GATES foundation

SAMPLE  
REGIONAL  
CONVENING  
AGENDA

Cover of Regional Convening agenda booklet,  
Atlanta, 2014

NOVEMBER 15, 2014 ■ W ATLANTA DOWNTOWN



## BREAKOUT SESSIONS

### STUDIO 1

#### **THE IGNITE SHOW: Sharing the hearts, minds and classrooms of Great Teachers**

Learn more about how to use your “voice” to ignite your passion and purpose in education. Anne is the host and driving force behind The Ignite Show, a web-based talk show that pulls the curtain back on impactful classroom instruction. Her aim is to raise respect of and awareness for education and educators. Listen to her story and watch an excerpt of a show, which will motivate you to find creative outlets to elevate your voice regarding the state of education reform in Georgia.

**Presenter:**

**Anne Ostholthoff, Executive Producer of The Ignite Show**

### STUDIO 2

#### **COMMON CORE IN PRACTICE**

Hear stories from APS Demonstration Classroom Teachers on how to best set up your learning environment for Common Core alignment. Best practices will be shared related to academic rigor, differentiation, instructional strategies and assessment uses. Find out how you could serve as a Demonstration Classroom Teacher in the future.

**Presenters:**

**Tamika Harris, Cleveland Avenue Elementary School**

**Shawonna Coleman, Mays High School**

**Kimberly Singleton-Wilson, Forrest Hills Academy**

### STUDIO 3

#### **TEACHERPRENEURSHIP**

Want to learn about pathways to take on increased leadership as a classroom teacher? How to begin “teacher for teacher” PD at your school? If you find yourself asking these questions, then you may be a “Teacherpreneur.” What is a “Teacherpreneur”? Much like an entrepreneur, these teachers take ownership of their profession and strive to formulate strategies that result in success both inside and outside of the classroom. This session will provide you with resources and pathways to sharpen your teacher leadership skills and begin designing professional development opportunities.

**Presenters:**

**Lindsay Wyczalkowski, Jennifer Barry, and Francheska Starks — Mary Lin Elementary School**



SAMPLE

# REGIONAL CONVENING AGENDA

Description of sessions from Regional  
Convening agenda booklet, Atlanta, 2014

SATURDAY, NOVEMBER 15, 2014

- 8:00 a.m. – 9:00 a.m. Breakfast/Registration (Prefunction)**  
Student Performance – Springsdale Park Elementary Chorus  
Director: Brienne Turgeon
- 9:00 a.m. – 9:15 a.m. Plenary Session (Great Room)**  
Opening Remarks – Dr. Meria Carstarphen
- 9:15 a.m. – 9:45 a.m. Keynote Address – Ron Clark**
- 9:45 a.m. – 10:00 a.m. Break**  
Social Media Lounge
- 10:00 a.m. – 11:00 a.m. Breakout Session A**
- 11:00 a.m. – 11:15 a.m. Break**  
Social Media Lounge
- 11:15 a.m. – 12:15 p.m. Breakout Session B**
- 12:20 p.m. – 1:20 p.m. Lunch**  
Student Performance – North Atlanta Jazz Combo  
Director: Adam Brooks

**Breakout Sessions**

<b>The Ignite Show</b> Studio 1	<b>Common Core in Practice</b> Studio 2
<b>Teacherpreneurship</b> Studio 3	<b>Mentoring</b> Studio 4
<b>Atlanta Families</b> Studio 5	<b>Teacher Voice in Educational Policy</b> Studio 6

SATURDAY, NOVEMBER 15, 2014

- 1:30 p.m. – 2:30 p.m. Breakout Session C**
- 2:30 p.m. – 2:45 p.m. Break**  
Social Media Lounge
- 2:45 p.m. – 3:45 p.m. Breakout Session D**
- 3:45 p.m. – 4:00 p.m. Break**  
Social Media Lounge
- 4:00 p.m. – 4:30 p.m. Closing Session (Great Room)**  
Jadun McCarthy
- 4:30 p.m. – 5:30 p.m. Social Hour (\*optional)**  
Light hors d'oeuvres served

**Mistress of Ceremonies**  
Rita Simmons, 2013-2014 APS Teacher Of The Year  
and Top 10 Finalist for Georgia Teacher Of The Year



NOTES

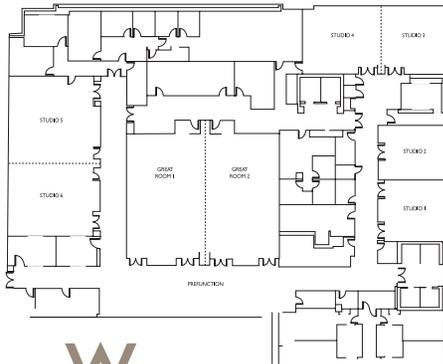


*Elevating and Celebrating Effective Teaching and Teachers*

# SAMPLE REGIONAL CONVENING AGENDA

Schedule and map pages from Regional Convening agenda booklet, Atlanta, 2014

W ATLANTA



Lined notes area with a city skyline silhouette at the bottom.



*Elevating and Celebrating Effective Teaching and Teachers*



**Elevating and Celebrating Effective  
Teaching and Teachers**

**OCTOBER 11–12, 2015**

**Salt Fork State Park Lodge  
14755 Cadiz Rd,  
Lore City, OH 43755**

## **Ohio Regional Convening: Bringing ECET2 Home**

SAMPLE

## **REGIONAL CONVENING AGENDA**

Cover of Regional Convening agenda booklet,  
Ohio, 2015

## WELCOME!

In collaboration with the Bill & Melinda Gates Foundation, we are pleased to host this learning experience designed by teachers, for teachers. This is a chance to connect with fellow educators in the OAC, share ideas and stories, and reclaim the joy in your teaching practice!

The Elevating and Celebrating Effective Teaching and Teachers (ECET2) network provides a forum for exceptional teachers to learn from one another and to celebrate the teaching profession. This convening will harness the power of teacher leader networks to deepen learning and to improve the teaching practice to better serve students.

### SUNDAY, OCTOBER 11

WHEN	WHAT	WHERE
9:30–10:30 a.m.	<b>Registration and Morning Snack</b> <i>Leave your bags in the car for now, check in is at 5pm and everyone will have time to get their things and settle into their rooms.</i>	Lobby (3 <sup>rd</sup> level)
10:30–11:45 a.m.	<b>Welcome and Keynote by Sean Wheeler</b>	Ballroom (2 <sup>nd</sup> level)
11:45 a.m.–12:45 p.m.	<b>Colleague Circles</b>	Ballroom (2 <sup>nd</sup> level)
12:45–1:15 p.m.	<b>Lunch</b>	Balcony (4 <sup>th</sup> level)
1:30–2:30 p.m.	<b>Un-Conference: Technology and Blended Learning</b>	Ballroom (2 <sup>nd</sup> level)
2:45–3:45 p.m.	<b>LEARNING SESSION 1</b>	<i>See choices below</i>
4–5 p.m.	<b>Colleague Circles</b>	Ballroom (2 <sup>nd</sup> level)
5 p.m.	<b>Get your bags and come pick up your room keys at registration</b>	Lobby (3 <sup>rd</sup> level)
6 p.m.	<b>Dinner and Entertainment</b>	Balcony (4 <sup>th</sup> level)

#### LEARNING SESSIONS 2:45-3:45 p.m. *(See back page for full session description)*

Wheelwright Room (2 <sup>nd</sup> level)	Carriage Room (2 <sup>nd</sup> level)	Anvil Room (2 <sup>nd</sup> level)	Morgan Room (3 <sup>rd</sup> level)	Stonehouse Room (3 <sup>rd</sup> level)
<b>Growth vs. Fixed Mindset</b> J.J. Labatte and Tamara Carpenter	<b>Student Achievement Coaching</b> Joy Nieto	<b>Peer Networks: Curating Quality</b> Joel Moore	<b>The Standards Are Everywhere</b> Sean Wheeler <i>(offered once)</i>	<b>Five Rules of Design Thinking to Reach All Students</b> Michael Roush

SAMPLE

# REGIONAL CONVENING AGENDA

Schedule from Regional Convening agenda booklet, Ohio, 2015

### MONDAY, OCTOBER 12

WHEN	WHAT	WHERE
7–8 a.m. (optional)	<b>Morning Yoga*</b>	Morgan Balcony
7:30–9 a.m.	<b>Breakfast and Social Media Lounge</b>	Social Media Lounge Balcony (4 <sup>th</sup> level)
9–10 a.m.	<b>LEARNING SESSION 2</b>	<i>See choices below</i>
10:15–11:15 a.m.	<b>LEARNING SESSION 3</b>	<i>See choices below</i>
11:30 a.m.–12:15 p.m.	<b>Lunch</b>	Balcony (4 <sup>th</sup> level)
12:15–1:15 p.m.	<b>Colleague Circles</b>	Ballroom (2 <sup>nd</sup> level)
1:30–2 p.m.	Gifts! Group Picture! #WhyTeach display	Ballroom (2 <sup>nd</sup> level)

#### LEARNING SESSION 2, 9–10 a.m. *(See back page for full session description)*

Wheelwright Room (2 <sup>nd</sup> level)	Carriage Room (2 <sup>nd</sup> level)	Anvil Room (2 <sup>nd</sup> level)	Morgan Room (3 <sup>rd</sup> level)	Stonehouse Room (3 <sup>rd</sup> level)
<b>Growth vs. Fixed Mindset</b> J.J. Labatte and Tamara Carpenter	<b>Student Motivation and Engagement</b> Derek Hinkle	<b>Connecting Teacher Leadership to Effective Teaching</b> Mike Thomas	<b>Peer Networks: Curating Quality</b> Suellen Coleman and Bryan Raach	<b>Design Challenge</b> Michael Roush <i>(offered once)</i>

#### LEARNING SESSION 3, 10:15–11:15 a.m. *(See back page for full session description)*

Wheelwright Room (2 <sup>nd</sup> level)	Carriage Room (2 <sup>nd</sup> level)	Anvil Room (2 <sup>nd</sup> level)	Morgan Room (3 <sup>rd</sup> level)	Stonehouse Room (3 <sup>rd</sup> level)
<b>Student Achievement Coaching</b> Joy Nieto	<b>Student Motivation and Engagement</b> Derek Hinkle	<b>Connecting Teacher Leadership to Effective Teaching</b> Mike Thomas	<b>Bringing ECET2 Home</b> Colleen Bullett <i>(offered once)</i>	<b>Five Rules of Design Thinking to Reach All Students</b> Michael Roush

We hope that you will take advantage of the beautiful surroundings of Salt Fork State Park and enjoy a beginners yoga class, some time in the woods, or a visit to the nature center in the lodge. Whatever helps you recharge!

Breakfast will be available from 7:30-9 a.m. Feel free to meet with others to connect online or get help setting up your Twitter account in our Social Media Lounge. An Ohio Naturalist will join us for breakfast to share details about the park and the flora and fauna that lives there. **Learning sessions will begin at 9 a.m.**

*\*If you would like to participate in the morning yoga class please bring comfortable clothes and a yoga mat (not required), and meet on the balcony outside the Morgan Room. This class will focus on relaxation techniques for teachers.*

## SESSION DESCRIPTIONS

### THE STANDARDS ARE EVERYWHERE: A CHALLENGING CONVERSATION ABOUT ASSESSMENT, DATA, AND GRADES

In this session we will be examining traditional assessment practices and how we might re-frame our approach to the conversation we are having with students, parents, and other educators regarding learning. If you like solving problems, enjoy design, and are ready to look at things a bit differently, then please join us. This session will not leave you with a tangible takeaway, but you will leave with your head full of great thoughts, new questions, and a few directions to consider.

**Presenter:** Sean Wheeler, Campus Coordinator, Design Lab Early College High School (offered once)

### STUDENT ACHIEVEMENT COACHING

In this session, Joy will share the goals, procedures and rewards of teachers coaching teachers through the examination of student work. The philosophy behind investing in this process as well as the materials currently being used will be provided for you to use or make your own.

**Presenter:** Joy Nieto, Student Achievement Coach, Worthington City Schools

### FIVE RULES OF DESIGN THINKING TO REACH ALL STUDENTS

This session will explore “Five Rules” of Design Thinking (don’t get too caught up on that word, “Rules”). To illustrate the rules we will profile some historical figures (Banksy, Leonardo da Vinci, Coco Chanel, and I. K. Brunel), some difficulties they faced, and how they conquered unique challenges. You will find some things you can do in your everyday practice, spark some new ideas, and learn about applying Design Thinking methodologies to address learner variability.

**Presenter:** Michael Roush, IT Customer Service Coordinator, Wilmington College

### CONNECTING TEACHER LEADERSHIP TO EFFECTIVE TEACHING: THE IMPORTANCE OF VERTICAL AND HORIZONTAL DEVELOPMENT

This session explores what it means to grow both horizontally and vertically and why both kinds of development are necessary for effective teaching and effective teacher leadership. What can we do to induce and support both kinds of development in our schools?

**Presenter:** Mike Thomas, Senior Director, Battelle for Kids

### BRINGING ECET2 HOME

OAC teachers have found dynamic ways to bring ECET2 back home to their districts. Come find out about the resources available in an online toolkit, share your feedback, and walk away with examples of how to host ECET2 in your district.

**Presenter:** Colleen Bullett Communications Specialist, Battelle for Kids (offered once)

### PEER NETWORKS: CURATING QUALITY

Over the last two years, OAC districts have found great value in the process of Curation: gathering, organizing, and sharing high-quality instructional resources with peers. Learn how teachers and administrators in the OAC have been refining and sharing Curation over the last two years, the benefits of engaging in a peer-to-peer network, and the opportunity to become a Curator.

**Presenters:** Joel Moore, Principal, River View Schools, Suellen Coleman, Principal, Wolf Creek Schools, Bryan Raach, Director of Student Services, Rolling Hills Schools

### GROWTH VS. FIXED MINDSET

A growth mindset encourages one to expand on intelligence and see challenging work as an opportunity to learn and grow. Alternatively, a fixed mindset puts a glass ceiling over effort and ability. How do we reach students and encourage growth for all ability levels? This discussion will tackle the ideas of emphasizing challenge over success; focusing on engagement and risk-taking.

**Presenters:** J.J. Labatte and Tamara Carpenter, Teachers, Crooksville EVSD

### DESIGN CHALLENGE

Put your creativity and problem-solving skills to the test with this design challenge! You will work together with colleagues to complete a design challenge and reflect on applying the lessons learned to your current practice. All the materials you need will be provided. Be prepared to push yourself, fail forward, have fun, and learn!

**Facilitator:** Michael Roush (offered once)

### STUDENT MOTIVATION AND ENGAGEMENT

We will look at ways to engage and motivate students to prepare them to be lifelong learners. Derek will share his personal experiences from the classroom which include cross-country field trips, visits from famous authors, politicians, professional athletes, media, community engagement, and standardized tests. Please bring your devices such as cell phones and/or laptops. Teachers will gain practical and useful knowledge from this workshop.

**Derek Hinkle, Instructional Coach, Southwest Licking Schools**

SAMPLE

# REGIONAL CONVENING AGENDA

Description of sessions from Regional  
Convening agenda booklet, Ohio, 2015



In recognition of your excellence and leadership in teaching, you have been nominated by your peers,  
and are cordially invited to attend

**Elevating and Celebrating Effective Teaching and Teachers (ECET<sup>2</sup>) Convening**

October 24 – 26, 2014

Marriott New Orleans  
555 Canal Street  
New Orleans, LA 70130

The goal of ECET<sup>2</sup> is to celebrate effective teachers and to build a strong network of teacher leaders working together to elevate your practice and profession. The convening agenda will feature workshops focused on teacher leadership development and collaboration to support great teaching practice. All teachers who attend will be asked to share what they have learned with teachers back home, in collaboration with colleagues they have met at the conference. We hope you will join us to experience this special convening designed by teachers for teachers.

Travel and lodging expenses for attendees will be paid for, provided that all arrangements are made through the online registration process detailed below.

This event is by **invitation-only**. Please register by **Monday, September 29, 2014** to specify your travel preferences and confirm your attendance. (Registrations will be accepted on a first-come, first-served basis. After September 29 any remaining spaces will be opened up to teachers on the waiting list.)

Once registered, our travel department will book your hotel and air reservations based on your indicated preferences. Formal hotel and ground transportation confirmations will be emailed **one (1) week prior to departure**. (Be sure to keep an eye on your spam folder to ensure that confirmations have not been inadvertently misdirected). A copy of our Participant Travel and Expense Policy is available on the registration site for your reference.

Kind Regards,  
Bill & Melinda Gates Foundation Events Team

SAMPLE

# INVITATION LETTER

Sent to nominated teachers for National ECET<sup>2</sup>  
in New Orleans, 2014

SAMPLE

# WELCOME LETTER TO INVITEES

Sent the night before the National ECET<sup>2</sup> in  
New Orleans, 2014

Colleagues,

On behalf of the Bill & Melinda Gates Foundation and our partners, I am writing to welcome each of you to the Elevating and Celebrating Effective Teachers and Teaching (ECET<sup>2</sup>) network and share how excited we are to meet you at our upcoming convening in Snowbird, Utah.

ECET<sup>2</sup> convenings bring together teachers in the spirit of collaboration and learning. We aim to harness the power of teacher leader networks to deepen learning, as well as to improve the teaching practice to better serve students. We fundamentally believe that teachers hold the keys to ensuring policy is well informed, instructional shifts are made with fidelity, and educators are equipped with the right professional development supports to be effective in the classroom.

As such, teachers are at the heart of ECET<sup>2</sup>. These convenings are designed for teachers, by teachers. Over the past few months, our team has worked with your peers to shape the goals and content of this convening and position teachers as presenters throughout this event. Furthermore, you have each been invited to share in this network on the recommendation of a prior attendee who identified you as an emerging teacher leader, based on the leadership skills and potential you have demonstrated. We look forward to helping you continue to discover and exercise your teacher voice in the spirit of learning, collaboration, and celebration.

Thank you again for accepting our invitation to participate in this hallmark event. We are thrilled and honored to celebrate you and your profession alongside 350 of the country's most dedicated teachers. Thank you for all the work you do on behalf of America's students.

Cordially,

Irvin

P.S. We're a big social media community, so if you're on Twitter, you can connect with your colleagues by using our #ECET2 handle. Let us know what you're looking forward to the most.

## ECET<sup>2</sup> Session Interest Survey

*This survey is not required, but it can be a great way to determine which types of sessions and convening topics might best fit the needs of teachers in your community. We recommend asking the questions below, and you can modify them based on your convening's audience and goals. You can send the questions via email, or use Survey Monkey, Google Forms, or another web site for a faster approach.*

### SURVEY PAGE 1: INTRODUCTION

This survey is designed to collect your input on the upcoming ECET<sup>2</sup> conference to be held in **[LOCATION]** on **[DATE]**. **The input you provide through this survey will be extremely helpful in ensuring we develop a conference agenda that adeptly responds to your needs and interests.**

This survey should take no more than fifteen minutes to complete. Thank you in advance for submitting your responses by **[DATE]**. If you have any questions, please contact **[ECET<sup>2</sup> planning team lead, email address]**.

### SURVEY PAGE 2: BACKGROUND INFORMATION

1. Which district and school do you work in?
2. Have you previously attended an ECET<sup>2</sup> event? [Y/N]

### SURVEY PAGE 3: CONVENING FORMAT AND CONTENT

3. How interested would you be in the following **[TYPES OF PRESENTERS/PRESENTER OPTIONS]**?

	Extremely interested	Very interested	Somewhat interested	Slightly/ not at all interested
Option 1 <b>[Fill in options here]</b>				
Option 2				
Option 3				
Option 4				

5. Please rank your level of interest in the following potential convening topics:  
(1= Most interesting, 6= Least interesting)

	1	2	3	4	5	6
Topic 1 <b>[These will be topics you discussed on the planning team]</b>						
Topic 2						
Topic 3						

6. What are the most pressing challenges you face in your teaching practice?

---

---

---

7. What would you like to learn or take away from this convening?

---

---

---

8. Are there specific teachers you would recommend as speakers or workshop facilitators for this convening?

---

---

---

9. Do you have any additional comments you would like to share regarding your preferences on the format, focus, or any other aspect of the convening?

---

---

---

SAMPLE

# SESSION INTEREST SURVEY

ECET<sup>2</sup> Snowbird, 2014, continued



## SESSION FACILITATOR PREPARATION GUIDE

### IMPORTANT CONSIDERATIONS FOR DESIGNING YOUR SESSION

Based on feedback from previous ECET<sup>2</sup> convenings, the most successful sessions provide opportunities for teachers to interact and collaborate, and result in a work product, deliverable, or action plan that the teacher can walk away with and put to use after returning home from the convening. As you design your session, please keep these two important considerations in mind. For example, you may design an action plan worksheet for teachers to work on during your session, or create an interactive activity for your session. Please refer to the sample objectives and agenda provided in the Appendix to this guide for further guidance.

- I. Section 1: General Information and Contact Information
- II. Section 2: Session Objectives and Agenda
- III. Section 3: Session Logistics and Materials

### SECTION 1: GENERAL INFORMATION AND CONTACT INFORMATION

1. Session title:

2. 2-3 sentence session description:

Note: This description will be shared with participants when they register for sessions, and will be included in the program agenda. Please include specific information about activities and any work products session participants will walk away with.

3. Intended audience (check all that apply):

- First-time ECET<sup>2</sup> attendees
- Returning ECET<sup>2</sup> attendees
- Elementary school teachers
- Middle school teachers
- High school teachers
- Others (specify)

4. Facilitator name(s) and contact information:

Name	Email Address	Phone Number	Title and School District or Organization <i>(Ex: Third grade reading teacher, DC Public Schools)</i>

# SAMPLE SESSION FACILITATOR PREPARATION TEMPLATE

ECET<sup>2</sup> Front Range, 2014

SAMPLE  
SESSION  
FACILITATOR  
PREPARATION  
TEMPLATE

ECET<sup>2</sup> Front Range, 2014, continued

**SECTION 2: SESSION OBJECTIVES AND AGENDA**

1. **Session Objectives:** Please outline 2-3 key objectives for your session and provide a high-level agenda covering the 90-minute [or change session duration here] session you plan to facilitate at the convening:

Objective 1:

Objective 2:

Objective 3:

2. **Session Agenda:** Please outline your session agenda in the space below (refer to the example agenda, if needed):

3. Please provide a description of any interactive components of your session:

4. Please provide a description of work products or action plans that participants will develop and walk away with at the end of your session:

**SECTION 3: SESSION LOGISTICS AND MATERIALS**

1. **Room Setup and Technology:** [Describe the way the session room or rooms will be set up; including number of chairs and any tables, special features, obstacles etc. Describe the technology capabilities of the room or rooms. Ask if the speaker needs any special seating arrangements or A/V capability for his or her presentation.]

SAMPLE  
SESSION  
FACILITATOR  
PREPARATION  
TEMPLATE

ECET<sup>2</sup> Front Range, 2014, continued

## SAMPLE

### Objectives:

**Objective 1:** Hear inspiring stories of leadership that transformed policy, practice, and the teaching profession from other teacher leaders around the country.

**Objective 2:** Use CTQ's TeacherSolutions framework to analyze how these teachers developed and acted on plans to grow and mobilize as leaders on issues important to them, their schools, and their students. **Objective 3:** Start development of their own leadership growth and action plans.

**Objective 4:** Learn how CTQ's virtual network can assist them as they move their ideas forward.

### Agenda:

#### Part One – Keys to Transformative Teacher Leadership (30 min)

##### a. Teacher Leadership Defined (5 minutes)

- i. Whole Group Pre-Activity – As participants enter, each will be given a card for record answers to this question: “What two words define teacher leadership?” These words will be recorded on a Wordle to be shared immediately following opening introductions.
- ii. Wordle Share and Discussion – These are the words used by the group in this session to define teacher leadership. What surprises, observations, or thoughts does this Wordle generate?

##### b. Teacher Leader Stories (15 Minutes)

- i. Virtual Visits with two teacher leaders via recorded video - Note taking guide provided

##### c. Conversations with Peers (10 minutes)

- i. Think, Pair, Share – How does your vision of leadership compare to those in the teacher stories?
- ii. Table share – Create a “table” definition of teacher leadership. Write on Table Tent.

#### Part Two – Sharpening Teacher Leader Goals and Creating an Action Plan (35 min)

##### a. My Skills and Passions (5 minutes)

- i. Graphic Organizer – Identifying your leadership strengths and passions, and potential impact when combining the two into action

##### b. My Action Plan (20 Minutes)

- i. “My Action Plan as a Teacher Leader” graphic organizer – Individual think time to lay groundwork for action plan
- ii. Table Group Discussion – Each participant will answer: “Considering my skills, experience, passions, and particular situation, what type of action plan makes the most sense for me at this point in my career?”

##### c. Plan Share (10 minutes)

- i. Table Share – How does your action plan use your unique leadership strengths while addressing needs you are passionate to address?

#### Part Three – Where Do I Find Support? (10 min)

a. **CTQ Collaboratory** – How this virtual space can support teacher leaders with plans for leading important work locally. A tour of the CTQ Collaboratory.

b. **Exit Slip**

# ECET<sup>2</sup>

## ECET<sup>2</sup> COLLEAGUE CIRCLES:

Colleague circles are groups of teachers (typically no more than 10 in each group) that meet as small support communities throughout an ECET<sup>2</sup> convening to share and address problems of practice together. These circles can serve as a central hub for teachers throughout the convening and can quickly build intense professional, social, and emotional bonds. Some teachers report forming relationships in colleague circles that continue far past the convening, and many teachers believe that colleague circles are the most important and most rewarding part of ECET<sup>2</sup> convenings. Planners should be as intentional as possible in setting up these circles.

Colleague Circle members should adopt a level of confidentiality. Confidentiality is critical to creating a safe environment for this deeper level of sharing. Colleague Circles should start by coming up with their own guidelines as to what is shared or discussed outside the Circle.

In your Colleague Circle, you will identify a **Circle Moderator** who guides the discussions of the circle and ensures that everyone follows good group communication skills:

- ✓ Everyone has an **equal voice** in the circle
- ✓ Group members **seek to listen beyond words** and understand the feelings and motivations of the person sharing, not just to prepare a reply.
- ✓ **Accept Circle members** and topical discussions without judgment.
- ✓ **Ask questions** to help the member see their situation from a different angle. Avoid asking leading questions that suggest opinion in the form of a question (“Have you ever considered...”)
- ✓ **Share experiences, not opinions or advice.** Your experiences under similar circumstances are something the entire Circle can learn from. Use “I” statements and speak only for yourself.

SAMPLE

## COLLEAGUE CIRCLE GUIDE

ECET<sup>2</sup> Montana, 2014

**MEDIA ADVISORY**

**Pittsburgh Public Schools Teachers Are Making History By Making Their  
Voices Heard at Conference This Weekend**

**WHAT:** More than 100 Pittsburgh Public Schools teachers are heading to class this weekend. But instead of teaching students, they'll be learning from each other. The Elevating and Celebrating Effective Teachers and Teaching Pittsburgh (ECET<sup>2</sup> Pittsburgh) conference, an entirely teacher-led and teacher-inspired conference, will bring together these educators to share classroom practice and discuss issues shaping the teaching profession. District teachers were awarded a grant from the Bill & Melinda Gates Foundation to host the event, and the Pittsburgh Foundation matched the contribution.

Teacher organizers got the idea for the conference after attending a national event in 2012, where they were empowered to raise their voices about education issues and make positive changes in their schools. They said the experience gave them "a sense of pride in their profession." The conference goal is to bring that same spirit to the District. Over three days, teachers will be inspired by speakers and attend workshops on topics such as equity, student engagement, and networking. The entire time, they'll be led by their colleagues, telling stories of how they have impacted their schools.

**WHO:** More than 100 Pittsburgh Public Schools teachers representing every school in the District, students, Superintendent Linda Lane, Pittsburgh Federation of Teachers President Nina Esposito-Visgitis and Bill & Melinda Gates Foundation Deputy Director of Education Irvin Scott.

**WHEN:** Friday, March 8, 2013

**WHERE:** Doubletree by Hilton  
One Bigelow Square  
Pittsburgh, Pennsylvania, 15219  
The Doubletree will donate \$5 per conference attendee per night to the Pittsburgh Promise®.

**Media is invited to attend this event.  
Photo opportunities will be available.**

**Friday, March 8 Photo Opportunities:**

- 6:30 p.m.:** Pittsburgh Perry Marching Band, Flash Mob, Posting of Colors, Pittsburgh CAPA Choir Performances
- 6:50 p.m.:** Superintendent Linda Lane & Pittsburgh Federation of Teachers President Nina Esposito-Visgitis Address Crowd
- 7:45 p.m.:** Bill & Melinda Gates Foundation Deputy Director of Effective Teaching Irvin Scott Addresses Crowd

For more information, check out Pittsburgh's ECET2 website [www.ecet2pgh.wordpress.com](http://www.ecet2pgh.wordpress.com)  
You can also follow the group on Twitter @ecet2pgh.

###

SAMPLE

PRESS  
RELEASE

ECET<sup>2</sup> Pittsburgh, 2013

## ECET<sup>2</sup> Convening: Sample Day-of Planning Checklist

### Day of the Event

#### On Site

- Ensure that any supplies shipped to the venue have arrived and are correct.
- Review the agenda with the whole team, including responsibilities, procedures, and overlap areas like registration, speakers, media setup, exhibits, sponsors, and so on.

#### Walk through the venue (day before if possible) and check the following:

- Contact person at venue, if applicable, is available and ready to assist.
- Ensure that wireless internet, microphones, and projectors/computers are all working smoothly.
- Photographer and/or Video Camera Operator are prepared and understand the layout and flow of the event.
- Size and layout of rooms meets your expectations, including the seating capacity and arrangement.
- All safety standards are in place: this includes fire exits that are clear and accessibility for disabled persons.
- You have a secure place to store conference materials and personal items.

#### Registration Desk

- Registration desk is staffed, and has agendas and any needed print outs and information on hand.
- Registration team is prepared to answer questions and ensure that attendees complete media release forms as they sign in.
- If using name tags, extra name tags and booklets are available.

#### Decorations and Signage

- Ensure any and all decorations are in place for the event, and party favors are ready.
- For signage, make sure the spellings and logistical information are correct, and that the ECET<sup>2</sup> logo is visible wherever possible.

### Immediately After the Event

- Pack and inventory all material.
- Conduct post-conference wrap-up meeting with the planning team.
- Do financial reconciliation. Complete the ECET<sup>2</sup> post-convening budget, comparing projected to actual costs.
- Prepare list for thank-you letters if needed. Prepare and mail letters.
- Send out post-convening survey.

SAMPLE

# DAY-OF-EVENT CHECKLIST TEMPLATE

# ECET<sup>2</sup>

## [ROOM NAME]

SAMPLE

ROOM  
SIGNAGE  
TEMPLATE

Time	Event
9:15 – 10:30 am	
10:45 – 12:00 pm	<i>[Workshop B Name]</i>
3:15 – 4:30 pm	<i>[Workshop C Name]</i>



**MEDIA RELEASE FORM**

[NAME OF HOST ORGANIZATION OR SCHOOL DISTRICT HERE]

By signing below I, \_\_\_\_\_, authorize ECET<sup>2</sup> and the organization identified above to record images and video of me participating in this ECET<sup>2</sup> convening.

I understand that the photos will be used for informational and instructional purposes only and will not be used to generate a profit or for any other commercial purposes. I understand that the photos may be used at other local and national ECET<sup>2</sup> convenings for informational and instructional purposes. I have not been compensated nor will I seek compensation for the photos. I release the local convening team and host organization from responsibility should a third party violate the terms of this release.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

SAMPLE

MEDIA  
RELEASE  
FORM  
TEMPLATE



# HOW CAN FACEBOOK BE USED IN THE CLASSROOM?

SAMPLE

## HANDOUT

Guide to Social Media in the Classroom,  
ECET<sup>2</sup> San Mateo County, 2015, continued

- 1 USE AS A COMMUNICATIONS HUB** Create a Facebook page or group for your classroom to keep parents informed and distribute homework or permission slips.
- 2 CREATE HISTORICAL TIMELINES** The Facebook Timeline is a great way to create a historical timeline because posts can be backdated. Students can build on the timeline with more detailed information, images, and links.
- 3 HIGHLIGHT STUDENT PROGRESS** Use a classroom Facebook group to showcase students' work throughout the year and share it with families.
- 4 TEACH DIGITAL CITIZENSHIP** Use Facebook to promote good citizenship in the digital world. Discuss with students what is and is not appropriate online behavior.
- 5 FEATURE A STUDENT OF THE WEEK** Each week, select a student in your class, and ask the student to take pictures throughout the week to share on the classroom Facebook page.
- 6 BROADCAST SCHOOL NEWS** Ask students to report on campus news, events, sports results, and more.
- 7 DOCUMENT EVENTS** Use the classroom Facebook page or group to document field trips, concerts, and other events.
- 8 CREATE IMAGINARY PROFILES** Using a Facebook profile template, ask students to create imaginary profiles for historical figures or fictional characters.
- 9 DOCUMENT GROWTH** Use Facebook to document the growth of classroom projects, such as a caterpillar, a potted plant, and more.
- 10 CREATE A FACEBOOK BOOK CLUB** Ask students to review and comment on books they have read.

# HOW CAN Instagram BE USED IN THE CLASSROOM?

SAMPLE

## HANDOUT

Guide to Social Media in the Classroom,  
ECET<sup>2</sup> San Mateo County, 2015, continued

- 1 SHARE READING RECOMMENDATIONS** Ask students to share photos of their favorite books and encourage classmates to explore the recommendations.
- 2 IMAGINE LITERARY CHARACTERS HAVE AN INSTAGRAM ACCOUNT** Invite students to imagine what a character may share on Instagram and who may comment or like the character's photos.
- 3 HIGHLIGHT STUDENT PROGRESS** Use Instagram to showcase students' work throughout the year and share it with families.
- 4 DEVELOP STEP-BY-STEP GUIDES** Ask students to document their process for a project, such as a science experiment, and include descriptions of the step in their captions.
- 5 FEATURE A STUDENT OF THE WEEK** Each week, select a student in your class, and ask the student to take pictures throughout the week to share with the class.
- 6 CREATE WRITING PROMPTS** Take and post pictures on Instagram that could be used as prompts for creative writing.
- 7 DOCUMENT EVENTS** Use Instagram to document field trips, concerts, and other events.
- 8 HIGHLIGHT REAL WORLD MATH** Instagram can be used to document examples of math in the real world, such as patterns, shapes, and parallel lines.
- 9 TEACH ART AND PHOTOGRAPHY** Use Instagram to teach students the basics of photography, light, and composition.
- 10 ENCOURAGE DESCRIPTIVE WRITING** Ask young students to take a picture of a favorite item, such as a toy or book, and write a sentence about it using a classroom Instagram account.



# HOW CAN PINTEREST BE USED IN THE CLASSROOM?

SAMPLE

## HANDOUT

Guide to Social Media in the Classroom,  
ECET<sup>2</sup> San Mateo County, 2015, continued

- 1 COLLABORATE WITH OTHER EDUCATORS** Find other teachers who have similar interests and use Pinterest to share lessons, projects, resources, and more. Teachers can also create collaborative boards.
- 2 SHOWCASE STUDENT WORK** Create a Pinterest board showcasing student work. This suggestion works particularly well for student art.
- 3 TEACH COPYRIGHT AND DIGITAL CITIZENSHIP** Pinterest provides teachers with a great opportunity to teach students about copyright and Creative Commons. Pins should always include the source of an image/picture.
- 4 GET INSPIRATION FOR YOUR CLASSROOM** Pinterest is a great place to look for inspiration on how to organize, setup, and decorate your classroom. You can also find ideas for creating bulletin board displays.
- 5 SUGGEST READING MATERIALS** Create a Pinterest board to accompany class reading lists. Pinterest is also a good place to look for books to use in the classroom.
- 6 EXPLORE INTERESTS** Pinterest allows you to explore specialized interests, such as “Middle School Science” or “Common Core Standards.” Go to the Education category to see these interests and related pins.
- 7 CREATE A CURRENT EVENTS BOARD** Create a Pinterest board with news stories that you would like your students to read.
- 8 CURATE CONTENT** Pinterest makes gathering and accessing information easy and exciting. Use Pinterest to put together resource boards.
- 9 USE FOR PROJECTS** Students can use Pinterest to aggregate ideas and sources for classroom projects. Collaborative boards could be used for group projects.
- 10 CREATE A COMMUNITY BOARD** Create a board that includes links to local non-profits and news to make it easy for students to get involved in community service projects.



# HOW CAN TWITTER BE USED IN THE CLASSROOM?

SAMPLE

## HANDOUT

Guide to Social Media in the Classroom,  
ECET<sup>2</sup> San Mateo County, 2015, continued

- 1 FOLLOW CURRENT EVENTS** Follow a variety of news feeds as a way to compare and contrast how different news sources interpret current events.
- 2 ENGAGE FAMILIES** Through a dedicated classroom Twitter feed, share with families what students are learning. Consider using Storify to share classroom tweets with families that do not use Twitter.
- 3 NETWORK WITH OTHER EDUCATORS** Twitter is a great resource for connecting with other educators and for trading ideas and insights.
- 4 SHARE DEADLINES** Through a dedicated classroom Twitter feed, remind students of upcoming due dates, quizzes, and tests.
- 5 ENCOURAGE CREATIVE WRITING** Ask students to write a 140-character story or poem. For an example, visit @VeryShortStory.
- 6 CONNECT WITH OTHER CLASSROOMS** Use hashtags on Twitter to carry on multi-classroom and multi-grade level conversations.
- 7 BUILD VOCABULARY** Have students write tweets using a specific word to build vocabulary.
- 8 CREATE TWITTER PROFILES** Ask students to create a Twitter profile for a famous historical figure or for a literary character.
- 9 FOLLOW FOREIGN LANGUAGE NEWS** Encourage students to follow foreign language news streams to expand their vocabulary and strengthen their reading comprehension skills.
- 10 CONNECT WITH CHILDREN'S AUTHORS** Ask students to write a tweet that includes a favorite moment from a story or a question they have for the author. Many children's authors are on Twitter.

ECET<sup>2</sup>

SAMPLE

READY-TO-USE  
LOGOS

Feel free to use these logos in your  
ECET<sup>2</sup> documents

ECET<sup>2</sup>

