Over 100 BPS teachers have participated as course designers, facilitators or participants since the program began in 2010. Here is what teachers are saying about BTLC courses.

Read what teachers are saying...

...About the skills and strategies they have learned.

- We oftentimes should engage in difficult conversations, but don't because we are concerned about it erupting into a conflict. This work provides a helpful framework.

- The readings and Excel modules were very helpful and I have since annotated and shared with a number of colleagues. Furthermore, once I was granted access to the data warehouse I was able to expand my own understanding of how and where data can be mined in an effort to design appropriate interventions for targeted student populations.

- I have now used a new protocol and feel comfortable taking it to my team as well as into my own classroom. It is something easy to share with other department facilitators and they can adapt and use in their own teams. I can fit these protocols right into my ESL team meeting as we tackle different curriculum issues throughout the year.

- The small group discussions are very helpful as is the sharing done by the facilitators in regards to the protocols in terms of "why" a particular protocol is used. The sequential manner in which the content is being presented is very helpful.

- My school will be having monthly staff meetings focused on data analysis so I will be able to create visuals using Excel to help my team with data analysis.

- I will be more observant to be aware of the school culture I never noticed before.

- I think that some of today's activities will serve as great ice-breakers at my team meetings.

- I think it will be easy for me to use these data skills now that I know where to find data for my school. Rather than being totally turned off by all the numbers on the screen, I am feeling excited to put to use some data analysis at my school. Being the LAT Facilitator, I need to run monthly meetings and so far it has been ok. This year I know it will be even better now that we can all look at more data for our ELLs. I'm also just super psyched that I have access to lots of data.

- I am facilitating an upcoming meeting, and will definitely be able to use the effective agenda strategies and eventually share the tool to measure the 5 dysfunctions of a team.

- I'm excited to try the diversity activity with the teachers in my school to find out about how their experiences impact their teaching. I feel like this could go a long way towards improving levels of trust amongst the staff members.

- It's a lot of info but gets a little easier to process with each class.
About the BTLN community of colleagues...

- I liked building collegial relationships with others in my same role.

- Sharing with the group and listening to their thinking gives me a different perspective which I really value. This makes it easier to put the content in perspective.

- I appreciated having other teachers share how they solved problems or give me suggestions on next steps for my issues within my facilitation.

- It was helpful to hear the perspective of each member of the group in terms of what they observed as they watched the video. I liked that we dug in and followed the observation with some clarifying and probing questions. It was helpful for me to hear the take of the facilitators. I also thought the role play was very helpful and as a community we were able to come up with ways to support one another through the process. It made me realize how doing the work is what will help us solidify the content.

About the facilitation and “collaborative course” model...

- The facilitators respected the needs of all learners in the class and supported us as needed so that we could become better in our roles.

- The facilitators made it a safe environment to share experiences by offering their own experiences, struggles and successes.

- Modeling of the facilitators makes the skills easy to learn.

- It was wonderful to discuss the very relevant articles, practice with a hypothetical situation, and then apply it to our own work in class.

- I found the binders and materials used to support us in organization to be very helpful. I also liked the idea of having a "tool box" of strategies to use.

- The course website was awesome! Great to have agendas, readings, etc. all in one place.

About the performance-based assessments...

- All the work we are doing is relatable and relevant to the work in my school.

- It was very helpful to do authentic assessments that were role specific. The expectations of the course were very clear and the materials very organized.

- I did learn so much and the effort that I put into doing the course assessments has given me a deeper understanding of the content and of my role leadership role.

- I had to put my PD agenda in writing, and now I have a clearer idea about what to do for my own class and team.

- I appreciate how this course forces me to really reflect on my leadership and my teams. I feel like I have always been reflective and mindful of my leadership stance but now I am forced to really take the time to dig deeper and to interrogate my assumptions, challenges and next steps...before I continue plodding along.

- I worked some on assessment 2 this week and I feel like it will be easy and helpful to implement with my team. I am actually excited to do that work with my team. It also fits perfectly in with our whole school goals.
• The fact that the reflective process within our meetings is a part of the assessment will force us to really use it, which is the best part of these classes.... It is all what we need to do, yet what takes extra time to plan and implement. When we take these courses we are forced to go the extra mile and push ourselves and colleagues to being better practitioners.

About the impact on teachers, teaching and schools...
• All of these ideas are just more strategies to improve my teaching so I'm so grateful to have this class to gain ideas from.

• I know my school is at a turning point, and if we start to use these skills for ourselves, we could improve our school's culture.

• From this course, I have begun to look at data in a much more focused view and use multiple data sources of data to identify a problem area....[t] helped me to grow professionally as a leader in my role.

• Overall, I feel like I learned a ton in this course! It has been very helpful with my situation and I feel more confident in my role as lead teacher since I feel like I have a bag of tricks for this part of my job.

School principals have also weighed in...
• I wanted to let you know how powerful it has been to have 4 of [our school’s] teachers enrolled in the Teacher Leadership course currently underway. The teachers are on 3 different grade level teams and each of those team’s meetings have been positively impacted by the learning coming from the course. While I have always encouraged and sought to cultivate teacher leadership at the Edison I cannot think of anything that has had as much impact in so short a time as having teachers participate in the course.

• I was thrilled to see both [team leaders] really step up their leadership skills this year by taking on an active role and gathering, analyzing and presenting data to their teams in a coherent and organized manner. Since this was [our school’s] first year participating in the Academic Achievement Framework (AAF) network, [one of these teachers’] work in particular was very helpful to the process.

• I am confident that [my data team leader] has learned a lot through taking this course- she has talked about some of the things you have covered... Meeting with the principal to discuss data and then present or prepare whole school documents [was] also helpful.

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