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April 2015

A Guidebook for Planning and Hosting an ECET² Convening

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Overview

Elevating and Celebrating Effective Teaching and Teachers (ECET²) is a nationwide community of educators that was born from a desire to provide a forum for exceptional teachers to learn from one another and to celebrate the teaching profession. At their core, ECET² 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. Nearly 200 educators attended the first national ECET² convening in 2012. After that event, energized teachers began organizing local or regional convenings to inform and inspire teachers in their own communities, develop their leadership potential, and hone their craft. In 2014, teachers across the country held more than 30 convenings with the support of ECET² grant funding and guidance from the ECET² network. 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 intended to serve as a resource to help teachers plan and host future ECET² convenings. It includes the following sections:

- **What is ECET²?:** Through national and regional convenings that are created by teachers, for teachers, ECET² strives to address challenges that teachers frequently face, including declining morale, feelings of isolation, and frustration about their untapped potential.
- **ECET² Convening Design Principles:** Every ECET² convening is defined by a specific set of key ingredients, content focus areas, and programmatic formats and structures.
- **10 Steps for Planning and Hosting an ECET² Convening:** The process of planning and hosting an ECET² convening can be broken down into 10 actionable steps. The following pages explain each step in greater detail and list important questions for teachers to consider when planning their convenings.
- **Templates and Examples from Past ECET² Convenings:** Sample materials from past ECET² convenings appear in the appendices. These samples, some of which have been adapted into templates, can serve as useful guides for teachers planning their own local convenings.

The guidebook is just one of many resources available to teachers interested in planning a convening. For guidance, support, and motivation as they bring ECET² into their own communities, teachers can reach out to other local convening planners through CelebrateTeaching.com, as well as their fellow teachers in the national ECET² network. Most of all, they should reach out to teacher leaders within their local networks to identify their specific professional development needs. As teachers plan and host ECET² convenings in their communities, they help to strengthen the profession and their colleagues' ability to best serve students across the country.



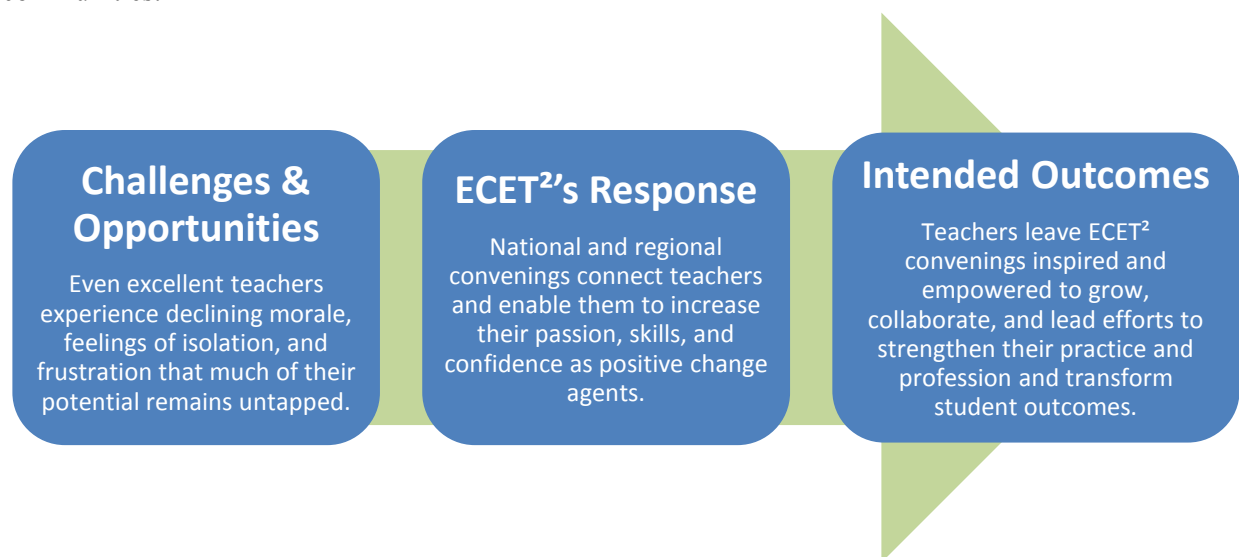
What is ECET²?

Teacher leadership is critical to transforming student outcomes and strengthening the teaching profession. Even promising teachers, however, can have a hard time exercising that leadership. On a daily basis, teachers face challenges such as declining morale, feelings of isolation, and a sense of frustration that much of their potential remains untapped by their schools and districts.

ECET² seeks to respond to these challenges by connecting teachers to one another through national and regional convenings that are focused on teacher leadership and innovative instructional practices. Led by teachers, for teachers, ECET² aims to inspire and empower thousands of teachers across the country to grow, collaborate, and lead in a variety of ways to effect change in their classrooms, schools, districts, communities, and profession.

How ECET² Works

ECET² connects promising and established teacher leaders to one another through a series of national and regional convenings, where teachers themselves shape sessions that help boost leadership skills and introduce best practices. These experiences enable teachers to increase the passion, skills, and confidence they need to effect positive change in their local settings, celebrate their profession, and affirm their commitment as educators. Ultimately, ECET² seeks to inspire and empower teachers to grow their leadership capabilities so they will have lasting impact on their students, schools, school systems, and communities.



National convenings are ECET²'s flagship events. They welcome approximately 400 high-potential teachers from around the country to elevate, celebrate, and advance teachers and the teaching profession. These national meetings epitomize the values of ECET² and are models for regional convenings. Regional convenings are planned by local teachers who have attended ECET² national convenings and are willing to take the lead in encouraging and celebrating teachers in their schools and districts. Regional convenings assemble educators within specific districts, states, or regions, thus allowing ECET² to reach thousands of teachers beyond the few hundred that are invited to national convenings each year.



They largely pattern themselves on the national convenings, adhering to the same set of design principles. Leaders of regional events, however, have the flexibility to adapt the content to address local needs and to apply a variety of creative programmatic formats and structures.

Intended Outcomes of ECET²

ECET² aims to ensure that teachers leave ECET² convenings with tools, best practices, and a network they can tap for advice, feedback, and strategies. The goal is for teachers to return to their schools and districts inspired and empowered to grow, collaborate, and lead in ways that strengthen the teaching profession and improve student outcomes. How teachers choose to put these new skills to work will vary. Some examples of how participants have employed the skills and attributes they gained from an ECET² convening are described below.

Grow

Growth can take many forms at an ECET² convening. First, teachers can become more comfortable with their identity as teacher leaders by learning more about the multiple pathways they can take to gain influence and authority. Second, as teachers interact with successful teacher leaders in the course of convenings, they can begin to discover their own passions and interests and take ownership of their professional development. Third, as teachers connect with their peers, they will gain access to new ideas, tools, and strategies that they can bring back to their students and communities.

Collaborate

The formal and informal programming aspects of the convenings allow teachers to build their networks and strengthen their communication and facilitation skills. After attending convenings, teachers are better able to build trust among colleagues in their buildings and beyond; to work productively with peers to solve problems, make decisions, manage conflicts, and design curricula; and jointly develop appropriate interventions to promote meaningful change in student learning.

Lead

Just as there are multiple teacher leadership pathways, there are multiple ways teachers can choose to lead after an ECET² convening. Teachers can coach, mentor, and support peers within and outside their buildings. They may share perspectives, advice, feedback, and successful tools and strategies with peers who may be new or who may be struggling with specific aspects of their craft. Teachers may advocate for the needs of students and the profession by joining teacher voice networks or utilizing social media outlets to tell their stories and share on-the-ground information. They may also partner with central office leaders to co-create and design solutions, policies, and professional learning opportunities that impact the classroom. Finally, teachers may decide to take the bigger step of planning their own regional ECET² convening.



ECET² Los Angeles



ECET² Convening Design Principles

Every ECET² convening adheres to a set of common design principles. These design principles include three elements:

1. **The key ingredients**, which represent the foundation of every ECET² event
2. **The content focus**, which guides the professional and intellectual substance of an ECET² convening
3. **The programmatic format and structure**, which comprise the building blocks of every ECET² convening

Taken together, these design principles help to make each ECET² convening a transformational experience for participants, and they serve to differentiate ECET² convenings from other events that focus solely on teacher professional development.

I. The Key Ingredients

Every ECET² convening is conceived and designed with a set of key ingredients in mind. These key ingredients represent the foundation of the ECET² community, and they articulate the qualities that every ECET² convening should possess. Every ECET² event:

1. **Nurtures trust among teachers:** ECET² provides a safe, confidential, and supportive space to build trust among teachers and other educators. Teachers return to their schools and communities eager and equipped to build and nurture trusting relationships among their peers.
2. **Focuses on each teacher's potential for growth:** ECET² recognizes the talents each teacher already possesses and seeks to support each individual's continued growth. It empowers teachers to both enhance their own skills and cultivate their peers' talents in a supportive and professional way.
3. **Inspires both the intellect and the passion that drives teachers in their work:** Teachers are driven both by the intellectual challenges inherent in their work and by a passion to serve their students. The power of this balance between the head and the heart is familiar to every teacher, and ECET² harnesses it to drive, motivate, challenge, and excite teachers.
4. **Provides time for collaboration and learning:** Teachers spend their days helping their students learn. ECET² offers teachers the time and space to learn from inspiring speakers and from one another. Furthermore, ECET² provides a platform that enables this collaboration to continue well after the actual event.
5. **Puts teachers in the lead:** Teachers are leaders in their schools and communities, and ECET² embraces and amplifies their position. Teachers drive and organize each convening and embrace the opportunity to create a meaningful experience for their peers.



6. **Recognizes teachers as talented professionals:** Teachers are the true experts in their field. ECET² recognizes educators as the professionals they are and as indispensable partners in the mission of transforming schools and classrooms to best serve students.

II. The Content Focus

The content focus of an ECET² convening is strongly aligned to outcomes. Each convening is focused on providing teachers with knowledge, tools, and skills for their professional growth in two areas: teacher leadership and innovative instructional practices.

- **Teacher Leadership**
Teacher leadership content should focus both on raising teachers' awareness of their own strengths, interests, and potential as teacher leaders, and on giving teachers the tools to lead, build strong teams, empower their colleagues, and influence those within their schools and districts to make the best decisions for students.
- **Innovative Instructional Practices**
ECET² convenings expose teachers to cutting-edge technologies and instructional practices, and they empower teachers with the opportunity and the ability to share expertise with their peers. The innovative instructional practices content area should showcase teachers' mastery of such practices through a wide variety of small group sessions that are designed to foster collaboration and shared learning.

In addition to these focus areas, regional convening planners often supplement their events with unique and creative content. The most successful conveners typically strive to ensure that their convenings address topics that are aligned with the goals of their school, district, and/or state, and that are relevant and meaningful for teachers in their community.

III. The Programmatic Format and Structure

To help ensure that the ECET² key ingredients and content focus areas are successfully integrated, every ECET² convening includes the following session types and formats:

- **Cultivating a Calling Keynotes**
The Cultivating a Calling keynotes are designed to reignite teachers' passion for their chosen profession by having other teachers share their stories of why they teach. These stories are shared through keynote addresses modeled after the popular TED Talks series. Teacher keynotes provide emotional and candid stories that get at the heart of why teachers teach and what keeps them going despite the challenges they face in their day-to-day work. These talks showcase diverse experiences: the speaker-selection process considers demographics, grade level taught, and teachers' subject areas, as well as the convening's overall theme.



- **Colleague Circles**

Colleague circles are groups of teachers that meet as small support communities throughout the convening to share and address common challenges. 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 last well after the convening; many teachers have said colleague circles are the most important and most rewarding part of ECET² convenings. Regional convening planners should think carefully about how they can set up these circles to best suit the teachers they convene.

- **Teacher-Led Breakout Sessions**

Breakout sessions at ECET² convenings empower the teachers that lead them and engage the teachers participating in them. These sessions allow teachers to learn new skills and techniques, access actionable tools and information, and build their capacity to develop into teacher leaders. Teachers should be positioned as the primary presenters and content experts in each breakout session, and can be supported by non-teacher experts and facilitators. Wherever possible, participants should learn by doing and creating during the session, and facilitators should take care to move quickly from concept to application by focusing more on the “how” than the “why.” Teachers should leave each session with key takeaways and tools they can bring to their classrooms.



ECET² Arizona

In addition to these specific session formats, every ECET² convening includes three additional programmatic elements, which can be embedded within the convening agenda or creatively incorporated in other ways. These more-flexible programmatic elements include:

- **Celebratory Elements**

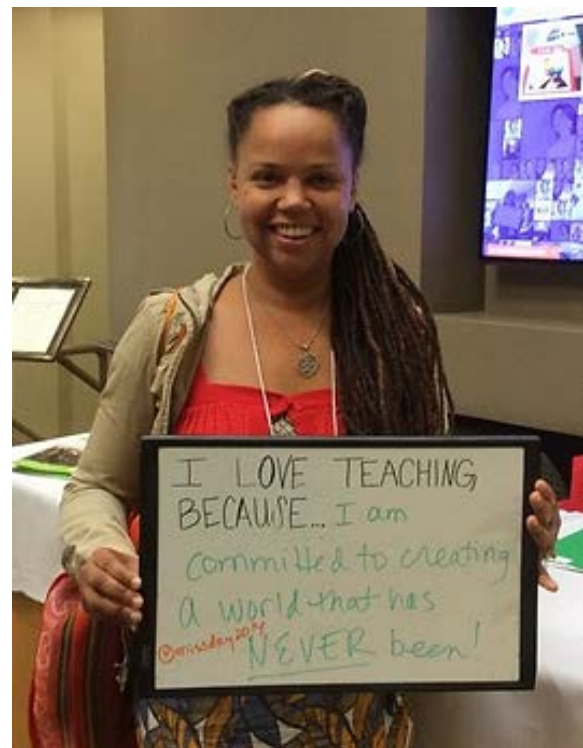
Celebrating teachers and teaching is at the heart of every ECET² convening, and convenings can often change the way teachers approach their futures and profession by giving them the space to celebrate themselves and their work. Planners have the discretion to pick how and when to infuse celebrations into the convenings.

- **Reflection Opportunities**

Planners should carefully consider how and when to give teachers opportunities to reflect during the convening. Reflection opportunities can help teachers process the experience and ultimately begin planning for action, either individually or in teams. These opportunities can take the form of small group sessions with specific agendas or informal sessions in which teachers can reflect on their experiences more casually. Colleague circles can provide opportunities for teachers not only to reflect on their convening experience, but also to create action plans within the safety and trust of a supportive community of peers. Action plans can encourage continued dialogue and an ongoing venue for reflection during the months following the convening.

- **Networking Opportunities**

Planners should consider how to provide networking opportunities throughout the convening. By building networks with and among other teacher leaders, participants can expand their connections with other teachers in their states and districts, and they can set the stage to develop their networks nationwide, through the larger ECET² community. Such networks provide support for teachers who may otherwise feel isolated within their teams, schools, or districts, enabling them to draw upon the strength and knowledge of their ECET² colleagues. Planners should design networking opportunities that fit their convenings' specific needs and should try to combine digital and in-person networking opportunities in complementary ways.



ECET² Los Angeles



10 Steps for Planning and Hosting an ECET² Convening

Planning and hosting an ECET² convening that embodies the ECET² design principles can be extraordinarily rewarding, both for those who develop the convening and for those who attend. While creating a successful event requires significant thought and effort, the basic process is straightforward. It consists of the following 10 steps, each of which is described in more detail in the pages that follow.

Before the Convening

1. **Build a planning team:** Create the right team to plan, organize, implement, and lead your ECET² convening.
2. **Determine audiences and goals:** Identify the target audience for your ECET² convening, as well as the key goals you hope to achieve by bringing that audience together.
3. **Create a budget and work plan:** Develop a budget for your convening, as well as a work plan that outlines the key steps, critical responsibilities, and timeline for your convening planning.
4. **Find a venue:** Pick the right location in which to host your convening.
5. **Identify, invite, and register participants:** Identify the teacher leaders and other educators to invite to your convening, send invitations, and set up an efficient system for tracking registrations and answering questions.
6. **Develop your agenda:** Sketch out a blueprint for your convening, identifying the key sessions and overall pacing for the event.
7. **Select and prepare speakers and contributors:** Pick—and prepare—the right people to deliver presentations, participate on panels, and/or facilitate working groups among attendees.
8. **Develop and implement a media outreach plan:** Engage traditional and social media to raise awareness and foster participant connections before, during, and after the convening.

During the Convening

9. **Manage on-site logistics:** Make sure everything runs smoothly so that attendees and speakers have a positive experience.

After the Convening

10. **Continue the momentum:** Empower teachers to continue conversations that begin at your convening and to bring the energy, enthusiasm, and ideas back to their classrooms, schools, districts, and communities.



Step 1: Build a Planning Team

Behind any successful ECET² convening is a strong planning team or committee. This group of motivated teachers and leaders takes ownership over all aspects of planning, organizing, and implementing a convening, and convening participants will look to them for guidance and answers before, during, and after the event. A strong planning team nurtures trust among its members, which helps to set the safe, supportive tone that will underpin your ECET² experience. Most importantly, ECET² is teacher-driven and teacher-led, and your planning committee should reflect this spirit. Before moving forward with any formal convening planning, you first need to build a strong planning team.

How do I build a planning team?

Keep in mind the following steps as you build your planning teams:

- 1. Identify fellow ECET² alumni.** Your planning team should consist of at least three members (though more is ideal), including at least one member who has previously attended a national ECET² convening. This is important for two main reasons. First, it ensures the planning team will always be able to immediately consult with someone who has direct ECET² experience. Second, it helps ensure that the essence of ECET² will carry through to your local convening. If multiple ECET² alumni are available and interested in joining your planning team, that's even better.
- 2. Think about which skills and experiences are most needed.** Identify the skills that would be most valuable on your planning team, such as fundraising, media relations, project management, and event planning. Also, think about the kinds of relationships that with local district leaders, businesses, and nonprofit organizations that will be helpful as you plan your event, and decide whether your planning team should include individuals who have pre-existing relationships or experience in those areas.
- 3. Use your networks to find other interested teacher leaders who can commit to the planning process.** Talk to peers and colleagues and use social media to identify other teacher leaders who could join your planning team. As applicable, tell them about what you gained from your ECET² experience and share how they may benefit from helping to plan an ECET² event in your community.
- 4. Assign roles and responsibilities.** Once your planning team is in place, assign roles and responsibilities for critical tasks, such as agenda planning, logistics management, speaker identification and preparation, and publicity and media relations. You may want to identify a chairperson who will be responsible for coordinating efforts on various tasks and ensuring the team stays on budget and meets deadlines. You may also want to form committees to take responsibility for critical tasks or assign individuals to take ownership themselves. Once roles are assigned, be sure to include them in your convening work plan (see Step 3), to make sure everyone is on the same page as you organize your event.



5. **Decide how your team will communicate.** You could schedule weekly in-person meetings or set up a dedicated social media page to coordinate communications virtually. Even if you decide to primarily communicate virtually, you should still set aside some time for in-person meetings to discuss critical elements of the convening planning process. Don't forget to determine who will chair the meetings and who will take notes. Finally, you will need to decide how the planning team will make decisions, whether by consensus or majority vote or some other means.

Questions to consider

As you build your planning team, keep the following questions in mind:

- Does your team include at least one national ECET² alumnus or alumna?
- 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 CelebrateTeaching.com, Google+, Basecamp, Asana, Trello, or Voxer) would be most useful for helping your team coordinate?
- Does the committee have a clear process for making decisions?



ECET² Nevada & Southern California



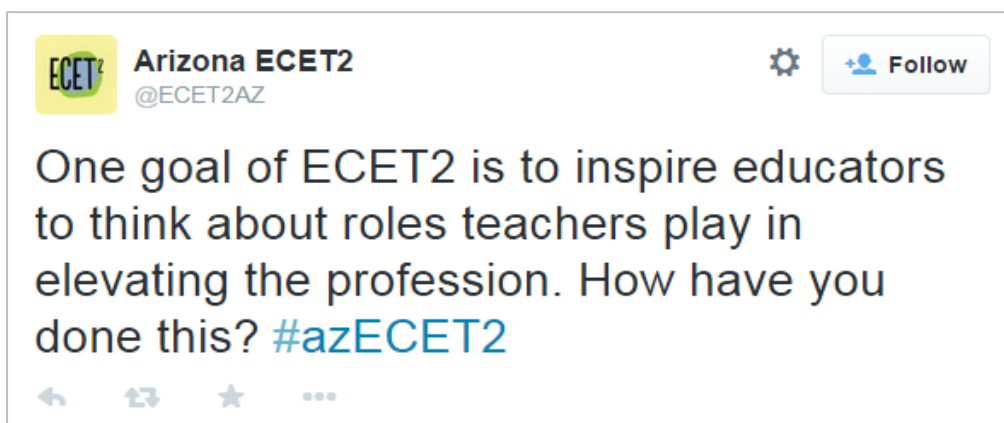
Step 2: Determine Audiences and Goals

After establishing a strong planning committee, you will need to determine the audience and goals for your ECET² convening. Your audience includes the teachers and the geographic region that your convening will target, while 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 very helpful when inviting speakers and facilitators and preparing them for your convening, as well as when sharing the vision and purpose of the gathering directly with participants.

How do I determine convening audience and goals?

There are a number of steps to consider as you identify the audience and decide upon the goals for your convening:

1. **Identify key characteristics of audience members.** Think about who you want your convening to reach and why you want to reach them. Consider the geographic region you want to target, whether you want to invite teachers from particular grades levels or subject matters, and the ideal number of participants you would like to attend. The best ECET² convenings bring together teachers with a diverse set of experiences to promote richer discussions and idea exchanges. As you decide on your audience, think about the challenges or questions that those teachers might share. And, while bearing in mind that the vision of ECET² is to create a convening by teachers and for teachers, think about whether your audience should include educators other than teachers, such as principals, school administrators, or others.
2. **Review the ECET² key ingredients and relevant local goals.** Your goals should align with the key ingredients that underpin every ECET² convening. As you review these ECET² characteristics, think about how they might align with existing goals set by your school, district, and/or state, whether for teacher professional development or student achievement. Aligning the key ingredients that define ECET² with local goals will create a stronger, more compelling convening. It also will create a stronger basis to continue the work that begins at your ECET² convening long after your event ends.



3. **Determine convening goals.** After determining your target audience and reviewing both the ECET² key ingredients and relevant local goals, set two to four goals for your ECET² convening. Think about what you hope to achieve with your convening, and what you hope participants gain from the experience. Consider your and your planning team members' experiences at past ECET² events, and seek input from teachers within your target audience on what they would find most valuable.
4. **Apply your goals as a planning framework.** Be mindful of your goals as you design your agenda and move forward with planning. Doing so 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. It will be helpful to communicate your goals as you invite and prepare speakers and session facilitators. It is also a good idea to set the tone for your convening by introducing the convening goals when you welcome participants.
5. **Refine goals as needed.** As you plan your convening, you may find that you need to adapt your initial goals. If you do need to refine or alter your goals, make sure to involve your team and confirm that everyone is on the same page as planning continues.

Questions to consider

As you determine your convening's audience and goals, keep the following questions in mind:

- What are the key characteristics that you seek among convening participants?
- Which goals from your local community (district/region/state) should you consider as you develop your ECET² 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?



Step 3: Create a Budget and Work Plan

Once you have determined your convening's goals and audience, your team will be able to create a budget and work plan. Formalizing your budget will help to ensure you have sufficient resources to plan and host your convening. Your budget will also help you design a work plan that identifies the key steps you need to take—and the key deadlines or milestones to meet—in order to execute a successful convening.

How do I create a convening budget?

Keep in mind the following steps as you create a budget for your convening:

1. **Set a ballpark figure.** The key to budgeting is to start with the big picture and then work carefully through the details. As a first step, 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.** The number of participants you plan to invite to your convening and the length of the convening itself will be your primary cost drivers. Those two inputs are important for identifying a venue, which will likely be your largest expense. They will also influence the total amount you spend on food and beverages, printing, supplies, lodging accommodations (if this is something you will cover for participants), and other expenses.
3. **Develop a budget that includes major cost categories.** These categories usually include:
 - **Venue fees**, including event space and audio/visual (A/V) equipment costs
 - **Food and beverage costs**, for meals and snacks
 - **Registration-related costs**, including registration fees (if you are using a third-party website to manage registration) and costs of providing name badges
 - **Publicity costs**, including printed materials, shipping, and supplies
 - **Participant travel and accommodations**, including mileage reimbursements and hotel room costs
4. **Allocate funds across categories based on your priorities and total budget.** Begin by determining the amount you are willing to spend on venue fees, as this likely will be your largest budget item depending on the length of your convening and number of attendees. If helpful, call hotels or other potential venues to get rough estimates. Next, decide on what you will and will not cover on behalf of participants. For instance, many convening hosts do not cover the costs of participant travel or accommodations. Others send speakers a thoughtful written “thank you” note in lieu of an honorarium.



5. **Explore cost-saving measures and ways to solicit local funding support.** Depending on where your budget lands, explore cost-saving measures like manually managing registration or making your agenda available only online. Also, consider ways you can expand the pool of funds you have available for your convening, such as soliciting in-kind donations and securing local funding from your district leaders, grant makers, businesses, or other stakeholders in your community. Plus, gaining support from members of your community will be important to sustaining the spirit of ECET² in the long term.
6. **Update your budget throughout planning.** You may find that priorities shift as you plan your convening, or you may receive in-kind donations that effectively increase your budget. Revisit your budget monthly, reallocate funds in a timely fashion, and avoid going over budget.

How do I create a convening work plan?

Develop your work plan based on your convening goals and your total budget, keeping in mind the following steps:

1. **Choose convening dates.** Determine the approximate amount of time it will take to plan your convening. Generally, you should allow at least two months to plan a convening, and you may need more time depending on the length and size of your event. Once you have a sense of how long planning will take, identify two or three potential dates for your convening. Consider upcoming holidays and other events that may affect the availability of your participants. Also, take into account budget constraints, as holidays and weekends may entail higher rental fees than weekdays.
2. **Map out deadlines and key tasks.** Identify key tasks and deadlines throughout the convening planning process. A helpful trick as you begin building out the plan is to start with the probable date for your convening and work backwards. Your plan should include deadlines for completing each of the major tasks you need to accomplish to execute your convening. These may include:
 - Securing a convening venue
 - Opening and closing participant registration
 - Securing and closing hotel room blocks (if the planning team is responsible for participant lodging)
 - Confirming speakers and facilitators
 - Prepping speakers and facilitators
 - Finalizing the convening agenda
 - Ordering printed materials and/or other supplies
 - Finalizing logistics, such as catering and A/V equipment
3. **Delegate planning responsibilities.** Assign team members to oversee each major task. Note the person assigned to each task on your work plan.



- 4. Adapt the work plan as you go.** Your convening work plan should be a living document that you reference regularly. As your planning team meets, use it as a guide to monitor your progress and as a tool for prioritizing and assigning key tasks. As your plans begin to come into focus, adjust your timeline accordingly. Also, note that it is generally a good idea to build in some buffer time to allow for unforeseen obstacles.

Questions to consider

As you develop your convening budget and work plan, keep the following questions in mind:

Budget

- 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 and what will you require them to cover on their own (e.g., travel and accommodations)?
- What are some cost-saving or fundraising options? Are there other potential funding sources that can supplement your primary funding source? Have you considered soliciting in-kind donations for your convening (e.g., catering/refreshments or venue rental)?

Work plan

- Are there potential convening dates that would be easier for participants to attend (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

Securing a venue for your convening that both meets your budgetary needs and provides appropriate meeting spaces may require some upfront work, but that effort will pay off in positive participant experiences. Along with the people you invite and the content you cover, the venue you choose will be a key factor in setting the tone and atmosphere for the entire convening.

How do I find a venue?

As you work to identify an appropriate venue for your convening, there are a number of steps to keep in mind:

- 1. Choose preferred convening locations.** As a planning team, brainstorm several areas that would work well as convening locations. As you think through ideal locations, consider the travel time and cost that would be incurred by participants 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. Set venue criteria.** Take time as a planning team to define criteria for the ideal venue for your convening. While keeping in mind your budget, timeline, and conference goals, consider:
 - Availability of dates that work with your convening timeline
 - 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?)
 - Overall costs and applicable discounts (e.g., is the venue willing to process tax exemption paperwork, if applicable?)
- 3. Research potential venues.** Put together a list of venues located within your potential convening locations and collect information related to your venue criteria. Solicit recommendations from planning team members and colleagues, consider venues your school or district has used in the past, and research potential venues online. All national ECET² convenings have been held in hotels, but community centers or schools could also work well. At the same time, remember that it is important that an ECET² event treats teachers as professionals. Taking teachers to a professional venue could prove vital to ensuring that professional treatment. Designate one or two planning team members to call the venues on your list and ask about the key criteria your team identified.



4. **Compare venue options and prioritize top choices.** Although it is unusual to find a venue that perfectly matches all of your criteria and is within budget, some venues will be a better fit than others. Take the time to compare your list of venue options across the criteria you previously established and discuss them as a team.

5. **Secure a venue by negotiating a contract or reservation.** Designate a single planning team member to serve as the point of contact for negotiating and securing a contract for your venue of choice. Ask the venue for a quote after providing required information about your event's size and space needs and inquire about any discounts that may be available. Push to get the best possible deal. Clarify payment timelines and venue usage restrictions before finalizing your contract.



ECET² Rochester

6. **Confirm a key point of contact for the venue.** Make sure that you have a clear contact person at the venue once your contract is finalized. It will be important to work closely with this person throughout the rest of the planning process and during the convening itself.

Questions to consider

As you work to secure a venue for your convening, keep the following questions in mind:

- 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 ECET² (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?

Step 5: Identify, Invite, and Register Participants

Teachers are at the core of ECET², and identifying a strong group of teacher leaders to attend your convening is critical. Once you determine the target audiences for your convening and send the actual invitations, you need to make sure you have a system in place to register attendees and answer any questions they might have prior to the event.

How do I identify convening participants?

By now, you should have a clear sense of the geographic reach of your convening, the types of participants you plan to invite, and the balance you hope to achieve between the number of teachers in attendance and the number of administrators and other educators in attendance. You are ready to develop an invitation list. Below are several options for identifying great teacher leaders to attend your ECET² convening:

- 1. Seek referrals from trusted sources.** Contact highly respected district administrators or school principals and ask them to identify existing teacher leaders and/or teachers who show great potential as leaders in their schools and districts. Be sure to mention any specific characteristics you are seeking in attendees. For instance, be clear about any geographic restrictions on attendees and about whether you are tailoring your convening to teachers from a specific type of school or who teach a particular grade level or subject.
- 2. Draw participants from existing groups of teacher leaders.** Another option is to call upon existing organizations in your community that engage teachers and cultivate teacher leadership. These organizations could include nonprofits that offer teacher leadership or engagement programs, school or district committees, unions, or other entities. Consider connecting with the leaders of these groups and ask them to identify teachers who would benefit from, and add insight to, your local ECET² convening.
- 3. Engage groups from the same school.** Teachers who attend ECET² convenings with trusted colleagues are frequently more enthusiastic and engaged throughout the convening and are more likely to engage with other teachers when they return to their schools. Nurturing this critical mass of teacher leaders within individual schools can be vital to continuing the ECET² momentum after the convening ends. As you identify standout teacher leaders through referrals, consider requesting that they recommend one or two of their colleagues to be invited, as well.



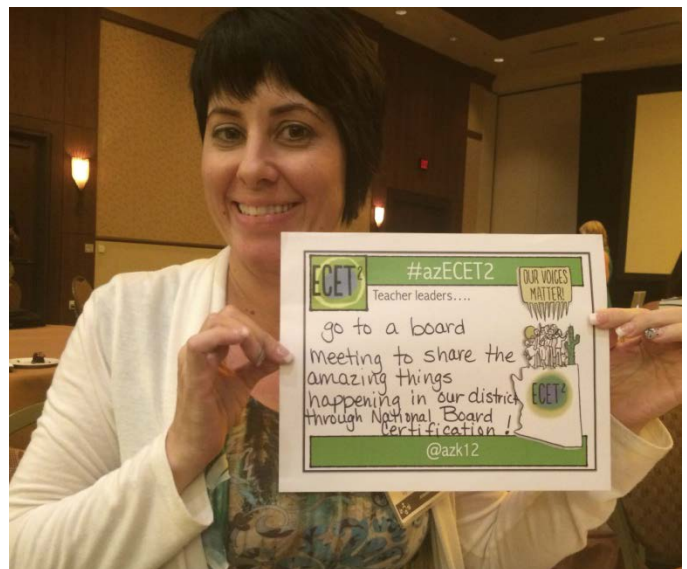
4. **Put out an open call for interested educators, and select from interested applicants.** Another option is to put out an open call for attendees, via email or social networks. Open calls are best suited for larger meetings and conferences. They have the advantage of casting a wide net and potentially identifying teachers with great potential who have yet to stand out in their schools. If you do this, it is important to consider in advance the criteria you will use for selecting attendees. If you are seeking teachers who are passionate about their craft, for instance, you could ask them to answer an open-ended question about their background or interest in supporting the profession of teaching. 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.
5. **Consider engaging others in the education field.** Although teachers should be the main audience of your convening, you may decide that administrators, union representatives, community partners, or funders could also contribute. These attendees can expand your convening's reach, and their participation can enhance the experience of teachers. 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.

How do I invite and register participants?

Once you have identified your participants, you will need to develop and distribute invitations. You will also need to be sure that you have a system in place to register participants. For many participants, registration will be their first interaction with ECET², 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.

Consider these steps:

1. **Develop and send participant invitations.** Craft an invitation that includes information about the event's title, goals, dates, and times. Be sure to provide clear directions on how to register. Consider providing a draft agenda, if available.
2. **Solicit registration information via email or an online form.** Identify the way in which you will collect registrant information—whether via email or an online form like a Google document. You can also use platforms like EventBrite or JotForm to develop easy registration processes for participants and to enable participants to pre-select which breakout sessions they would like to attend.



ECET² Arizona



Next, consider the information you should gather from participants. This could 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
- 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)

- 3. Develop a system for collecting and organizing registration information.** Consider how you will organize and keep track of participant information as it comes in. If you ask invitees to submit registration information via email, consider tracking registration using an Excel spreadsheet. As noted above, an online form may provide a simpler solution. The latter also has the added benefit of being easy to update by multiple people on your planning team.
- 4. Create a way for attendees to contact you with questions.** Attendees will undoubtedly have questions about the convening as soon as they are invited to participate. Make sure they have a clear way to ask these questions, such as a dedicated email account that your planning team can monitor.

Questions to consider

As you identify, invite, and register convening participants, keep these questions in mind:

- 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

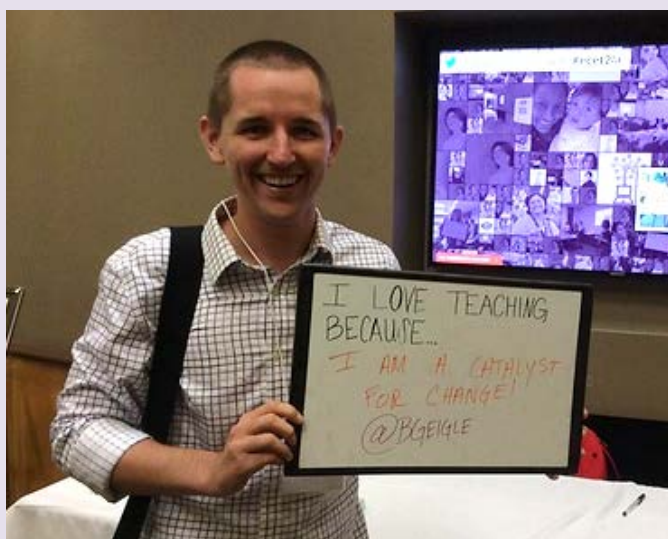
Finding supplemental local support for your ECET2 convening is something that convening planners should think about early and throughout the planning process. Local support can help you organize larger and more effective convenings, and it can earn buy-in from key community institutions. Local support can cover costs that may emerge that cannot be covered by the ECET2 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 ECET² grant (for instance, if you received a grant of \$10,000 from ECET², you do not have to raise an additional \$10,000). However, you should 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 come in the form of a single check for a fixed amount of money. Other types of local support include:

- **In-kind donations:** Local partners can contribute event space, food and beverages, photography services, or gifts for teachers to support your convening.
- **Creative giving structures:** Planners can ask community members or organizations to “sponsor an ECET² teacher,” or host a networking happy hour.

You can use the same kind of language to reach out to potential funders that you do to connect with the media. Remember that people are compelled by stories and experiences, so the more photos and teacher stories you can share, the better.



ECET² Los Angeles

Step 6: Develop Your Agenda

In creating an agenda for your convening, you have the opportunity to craft sessions and conversations that empower teachers, build their leadership skills, and renew their energy and enthusiasm. Because ECET² is teacher-led and teacher-driven, the agenda should be built around teachers and the opportunities and challenges they want to address to advance their practice. Great agendas provide a clear sense of what participants can expect from the convening, and they inspire both the intellect and the passion that drives teachers in their work.

How do I create an agenda?

Keep the following steps in mind as you develop an agenda for your ECET² convening:

- 1. Stay organized.** At the outset of your agenda planning, develop an internal document where you can organize your ideas for speakers, panels, activities, and other sessions. Take advantage of agendas used at prior ECET² convenings, including those found in the appendices of this guidebook, and use them as templates that you can modify and fill in as you go. You may also create a “logistics tracker” to help you keep track of room set-up, capacity, and A/V needs for each session. These internal documents could be Excel spreadsheets, shareable Google Docs, or whatever else works for your team.
- 2. Identify convening topics.** Because you will likely have a diverse group of teachers at your ECET² convening, think hard about topics that will keep them all engaged. Your team should identify a range of topics that relate to your meeting goals. The speakers you select may be helpful in identifying these topics. Then, brainstorm about what you hope attendees will learn from the convening, what issues are most important to teachers in your region, and which compelling speakers or facilitators you hope will participate. If you need help, you can consult national ECET² convening agendas or reach out to other teachers organizing their own local convenings. As educators, you know it’s always helpful to borrow! Remember to consider current issues facing teachers, such as Common Core implementation, educator evaluation, support and feedback systems, and teacher leadership opportunities.
- 3. Consider a range of session formats.** In addition to the Cultivating a Calling keynote addresses, colleague circles, and teacher-led breakout sessions that comprise every ECET² convening, you may also include other types of session formats. Convenings with a variety of session formats are more likely to keep attendees engaged and provide ample opportunities for collaboration and learning. For example, you may include student performances, speakers, and video presentations that can ground your ECET² convening in student experiences and ensure that the ultimate beneficiaries of the convening are students themselves. You may also consider formats such as “unconferences” that allow participants themselves to identify discussion topics in an organic and flexible fashion.



4. **Know your venue when planning sessions.** Know which types of session your venue can accommodate, including the number of breakout rooms available during the convening, how many people each room can accommodate, and the A/V capabilities of each room. You want to be sure your venue can accommodate your agenda, and that your convening takes full advantage of the space you've booked.
5. **Recognize the value of down time.** In addition to helping attendees rest and recharge, breaks provide opportunities for them to build relationships with one another. One of the most valuable aspects of participating in an ECET² convening is the opportunity to meet and network with other teacher leaders. Consider including an ice breaker at the beginning of the convening or at the start of each day, and be sure to include plenty of time for attendees to engage with one another through breaks, meals, or social activities.



ECET² Seminole County (FL)

6. Develop a clear written agenda for attendees.

A clear agenda includes the following key details:

- The convening's title, 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



ECET² Atlanta

Examples of agendas from past ECET² convenings can be found in the appendices of this guidebook.

Questions to consider

As you develop your agenda, keep the following questions in mind:

- Taking into account the convening's goals, what topic(s) 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 this convening include?
- When should breaks, meals, and snacks be scheduled? Are water and coffee always available?

Step 7: Select and Prepare Speakers and Contributors

ECET² puts teachers in the lead—not just in terms of planning a local convening, but also in terms of presenting and sharing their insights with their peers. Engaging local teacher leaders to share their experiences and insights will be a major highlight of your ECET² convening. There is not one right way to select speakers. Rather, you should consider the types of sessions you are organizing and what characteristics you want presenters to have to effectively convey their message. Consider drawing from your planning committee members' networks, but also cast a wide net by seeking referrals and volunteers. Most speakers and contributors should be teachers, but you may also want to invite experts, local leaders, or policy-makers to speak during your convening. Once you have secured speakers, provide them with clear guidance and support to help them make memorable contributions.

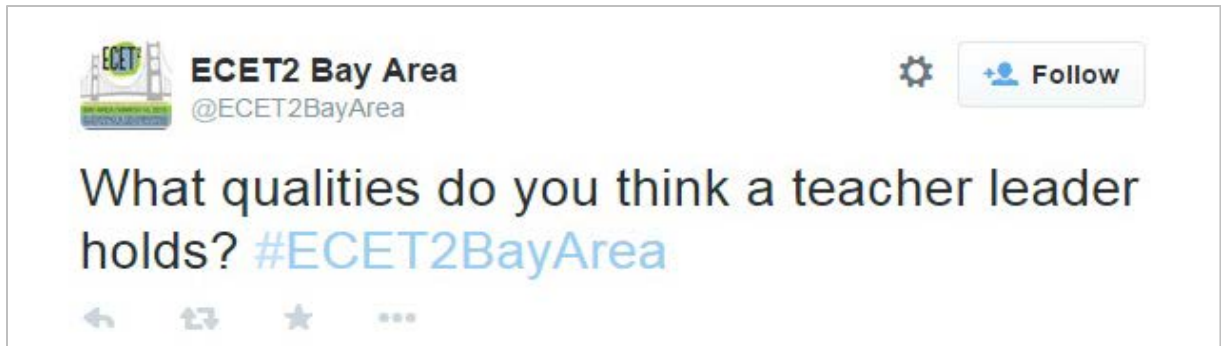
How do I select and prepare speakers and contributors?

Here are some key steps to keep in mind as you identify speakers for your convening:

1. **Consider the types of sessions you are organizing.** Each ECET² convening includes Cultivating a Calling keynote addresses; colleague circles; and teacher-led breakout sessions. Think about the abilities and skills each type of session will require, from facilitating a small group conversation to presenting in front of a large audience.
2. **Begin speaker recruitment with the people you know.** Work with your planning committee members to develop a list of potential speakers you know well, with the topics on which you think they could speak or facilitate. Members of your planning team are likely to be in regular contact with highly engaging teacher leaders as well as other field leaders. Start with them. Remember that ECET² convenings are by teachers, for teachers. Putting the insights of teachers—and their students at the center of your event should be chief priority.
3. **Be resourceful as you search for additional speakers.** The Bill & Melinda Gates Foundation has a large network of teachers, administrators, policymakers, and partners in K-12 education. You can ask Arabella Advisors or foundation staff for help brainstorming potential speakers for your prioritized topics. Also, once participant registration is set up, consider sending an email to registrants to identify those interested in leading sessions. For a more targeted call for presenters, you can also contact school administrators in your region and ask them to refer teachers they think could present. For ECET², such 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.



4. **Identify an energizing emcee with whom your audience will identify.** One of your most important speakers is the person designated to welcome the group and explain the convening's purpose. Consider enlisting either a dynamic member of your planning team or a teacher leader who has supported the planning process to welcome the audience and convey the spirit of ECET².



5. **Prepare, prepare, prepare.** Although teachers typically speak to students each day, they may not be as comfortable serving as facilitators or presenters or standing up in front of other teachers in a conference setting. The best way to help presenters prepare is to provide them with a clear vision of what you hope they will contribute through a brief, written document that outlines the convening goals and a recommended structure for the session, including its length and format, expected number of attendees, questions you hope the speaker's session will address, and suggested discussion questions or activities. You should plan to hold a prep call with speakers at least two weeks before the convening itself. During this call, you can ensure you have the information you need from your speakers, such as a session description and their audio/visual equipment needs. It also helps to reconnect with speakers just before the start of the convening to answer any final questions and ensure they have a dynamic and engaging session prepared. See the appendices for facilitator preparation materials.

Questions to consider

As you select and prepare your speakers, keep the following questions in mind:

- 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?
- What information do you need from speakers, including session information and A/V needs?

Step 8: Develop and Implement a Media Outreach Plan

Media can be a powerful tool to help build the ECET² movement in your local community and foster deeper connections among your convening participants. You can use traditional media such as radio, television, and newspapers to raise awareness about ECET² prior to the convening, and to report on the energy and momentum that follows. Your convening planning team and convening participants can also use social media to build connections before, during, and after your convening, in order to keep the ECET² energy alive after the convening itself.

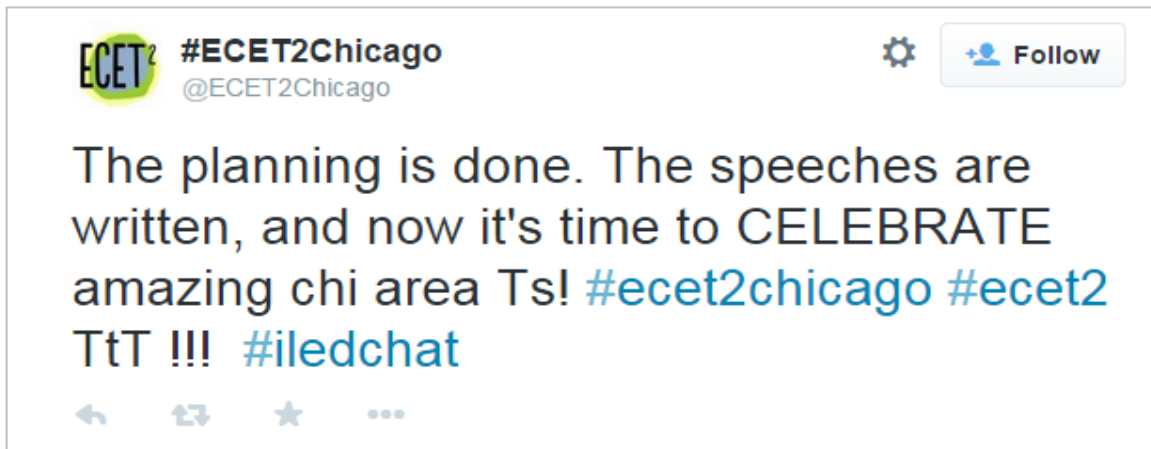
How do I raise awareness and engage participants through social media?

Social media can enhance the ECET² experience from before the convening until long after it ends. Here are some steps to keep in mind as you think about how to use social media effectively:

- 1. Identify one or more planning team member(s) to coordinate social media engagement.** Ask your planning team about their comfort using social media to determine who is willing to spearhead your efforts. Prior experience or familiarity is not necessary. Some social media platforms that convening planners have found useful in the past include Facebook, Twitter, and Pinterest.
- 2. Choose your priority social media platforms.** After identifying team members to lead your convening's social media efforts, decide as a group which social media platforms you want to use. In narrowing your options, consider platforms that your team is already familiar with and on which convening participants are already active. Additionally, you can encourage your planning team to join the ECET² online community at CelebrateTeaching.com, and share resources with colleagues nationwide. Twitter has also been an effective platform to connect national ECET² participants both during and after convenings.
- 3. Develop a strategy for promoting social media participation before and during the convening.** After choosing your preferred social media platforms, develop an engagement strategy for each one. If you are using Twitter, for instance, it can be helpful to engage participants with a hashtag (e.g., #ECET2NY2014), which you can share with attendees prior to the convening and print on convening agendas, signage, and background slides. You should also consider promoting the national ECET² hashtag (#ECET2), which will ensure that your convening is connected to the larger ECET² network. During the convening itself, you can set aside time to encourage participants to create social media accounts or join conversations. You can also set aside a physical space within your venue to serve as a “social media lounge,” where social media experts can provide personal guidance to help participants use various platforms.



4. **Intentionally promote social media use after the convening through key touch points.** Before you hold your convening, think through specific ways you can follow up with participants afterward and encourage them to join conversations on your chosen social media platform(s). One effective strategy is to let participants know that convening resources (presentation slide decks, breakout session materials, etc.) are available via social media. CelebrateTeaching.com can help you share all types of digital resources. Another post-convening engagement strategy is to hold a series of Twitter meetups: scheduled Twitter conversations on a specific question or topic.



Questions to consider

As you consider how best to engage with social and traditional media before, during, and after your convening, keep the following questions in mind:

- 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? Knowing this, which one(s) will you use before, during, and after the convening?
- 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 and CelebrateTeaching.com 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?

What about traditional media?

Don't forget to use traditional media like television, radio, and newspapers to raise awareness about your ECET² convening. Keep in mind the following tips as you reach out to traditional media:

- **Draw upon the six key ingredients of ECET²:** These are the foundational elements of ECET², and it's important that they be identified strongly with the ECET² brand.
- **Tell your own ECET² story:** Talk about why ECET² is personally meaningful for you, but also how the experience will directly benefit your students. These stories will make it clear that ECET² is not just another professional development event.
- **Emphasize that ECET² is about teachers, not about any particular curricular reform:** Ultimately, the goal of ECET² is to improve learning outcomes for students, and your outreach should focus on how ECET² helps develop teachers as leaders in their classrooms and schools. Consider sharing a draft agenda so media outlets or potential funders will have an idea of the lessons teachers will bring back to their schools to improve their teaching practice.
- **Explain that ECET² is part of a national effort to celebrate effective teachers and teaching:** Teachers who attend your convening will bring new skills, energy, and love for the profession back to their students, and they will also be able to connect to teachers having similar experiences across the country.



ECET² Arizona



Step 9: Manage On-site Logistics

Behind the scenes of any successful local ECET² 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.

How do I manage on-site logistics?

The following steps and key questions will set your planning team up for success in executing a meaningful and productive convening for your participants:

Before the convening:

- 1. Create organizational tools for managing logistics.** Develop a central spreadsheet or document for tracking convening logistics that all planning team members can access. This “logistics tracker” is a working document that your team can update as it finalizes the agenda throughout the planning process (see the Appendices for a sample logistics tracker). Then, during the convening itself, it serves as a crucial logistics guide for your team and venue staff. Generally, a logistics tracker includes information such as session times, locations, room setup needs, speakers/facilitators, necessary supplies, A/V requirements, and key roles for the planning team during each session. Depending on the size of your event and the number of sessions, you should also create an internal “cheat sheet” with the names and contact information of the planning team members, as well as venue staff, A/V technicians, and your speakers and facilitators. You can distribute this document to planning team members before the event.
- 2. Confirm room setups, A/V requirements, and food and beverage arrangements with venue staff.** In many cases, a venue will designate a single staff person as your point of contact, and this person should be able to answer questions concerning use of the venue space and equipment. Most hotels and some event spaces also have A/V technicians on staff, one of whom may be an additional point of contact for A/V questions and issues. Also, be sure to coordinate food and beverage arrangements for both meals and snacks, if applicable.
- 3. Develop convening signage and other printed materials.** Plan to have at least one sign for the main meeting location and one for each breakout room, as well as signs for the registration table and to direct participants to the registration table from the venue entrance. If you plan to have assigned seating during conference-wide sessions or meals, be sure to print signs with appropriate numbers or labels. As your budget allows, consider offering to print materials for convening speakers and session facilitators.



4. **Gather convening supplies.** A few weeks before the convening, create a list of supplies you will need, including any supplies or materials requested by convening 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 in rented meeting spaces). After finalizing the supply list based on budgetary constraints, gather and/or order needed materials. If your planning team is located in a different area than the convening venue, consider ordering materials online and having them shipped directly to the venue. Also, consider whether you will want to provide small gifts to speakers or facilitators, and if so, find out whether their organizations have rules governing what they can accept.
5. **Assign on-site roles to the convening planning team.** Before the convening, take time as a planning team to talk through the final agenda and logistics tracker to anticipate key remaining tasks. 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; and stocking all breakout rooms with supplies.

Day of the convening:

1. **Hold on-site meetings with any A/V or event venue staff just before the convening begins.** Taking the time to walk 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 to confirm that everyone is on the same page regarding roles and responsibilities. This is also an excellent opportunity to test A/V equipment and to ensure that at least one person on your planning team is familiar with A/V setup.
2. **Distribute convening supplies, post signage, and finalize room setups:** Plan for a few hours of general setup time before registration begins, according to the planned roles/responsibilities.
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:** Be sure to designate one or more planning team members as points of contact for convening speakers and/or session facilitators. Once the speakers or facilitators are on site, but before the convening actually begins, confirm that they understand where and when their sessions will be held. If possible, try to set up a test run for any A/V equipment to be used during their presentations (e.g., run through the PowerPoint presentation and test the microphones, if applicable). This is especially important if the presentation includes video or live use of websites.



Questions to consider

The attached appendix has a day-of event planner and templates that may be helpful for logistical planning. As you plan for on-site convening logistics, keep the following questions in mind:

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

- 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?



ECET² Atlanta



Step 10: Continue the Momentum

The energy and enthusiasm that you help to inspire through your ECET² event shouldn't end when your convening ends. It is just as important that teachers leave your convening with the tools and networks to continue to grow, collaborate, and lead in their classrooms, schools, districts, and communities. You can prepare and equip teachers with these tools and networks during your convening, and you help them continue the momentum after your convening, as well

How do I continue the momentum of my ECET² event?

Consider the following ideas to help you maintain the energy and learning among your convening participants after your convening ends:

1. **Establish action plans.** During your convening, you can engage participants in a process of developing individual action plans. These plans can take several forms: They can be highly-structured, fill-in-the-blank exercises, or more open-ended questions designed to provoke conversation. Regardless of their format, action plans are designed to empower convening participants with a clear set of ideas, resources, timelines, and networks that they can draw from to continue the conversations that began at your convening and to bring what they've learned back to their classrooms.



ECET² Green River (KY)

2. **Appoint local chairpersons to organize activities in specific locales.** If your convening attracts teachers from across a large region—such as a state or group of states—you can appoint and empower specific convening participants to help organize follow-up activities on a local level. To identify such chairpersons, you can set aside time during your convening—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.
3. **Use social media to connect geographically dispersed participants.** As important as in-person connections are, your convening will likely include teachers who cannot see each other on a regular basis. You can draw upon many of the tools described in Step 9 to help connect the



participants of your convening not only with one another, but with the tens of thousands of teachers that comprise the national ECET² network. Teachers have convened virtually during regularly scheduled ECET² conversations on Twitter and on CelebrateTeaching.com. You can also use services like Google Hangouts to encourage video chats among your participants.

4. **Engage administrators.** Planners of regional ECET² convenings have found that engaging principals and other administrators has been an important way to continue the momentum of ECET² in schools and in the classroom. You may decide to invite administrators to attend your ECET² event, but even if you don't, you can prepare materials that teachers can use to help explain the purpose and goals of ECET² to their principals and administrators. You can also help teachers articulate the value and importance of working closely with their principals in order to help them grow, collaborate, and lead, and in order to better serve their students.
5. **Check in with convening participants.** A few weeks after your convening, you should administer a survey to participants to learn more about what worked well—and what didn't work well—during your convening. Beyond that survey, however, you should plan regular check-ins with the teachers who attended your convening. Keep them posted about new ideas, articles, tools, resources, and trends. Encourage them to think about colleagues who might benefit from future ECET² experiences. Seek volunteers to join your planning team to help plan your next ECET² event or to raise local awareness and support for such an event.

Questions to consider

As you identify ways to continue the momentum of your ECET² event, keep the following questions in mind:

- What are the geographical considerations that might help or hinder in-person activities following your convening?
- Which social media tools or platforms are most widely used among your convening participants?
- 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?

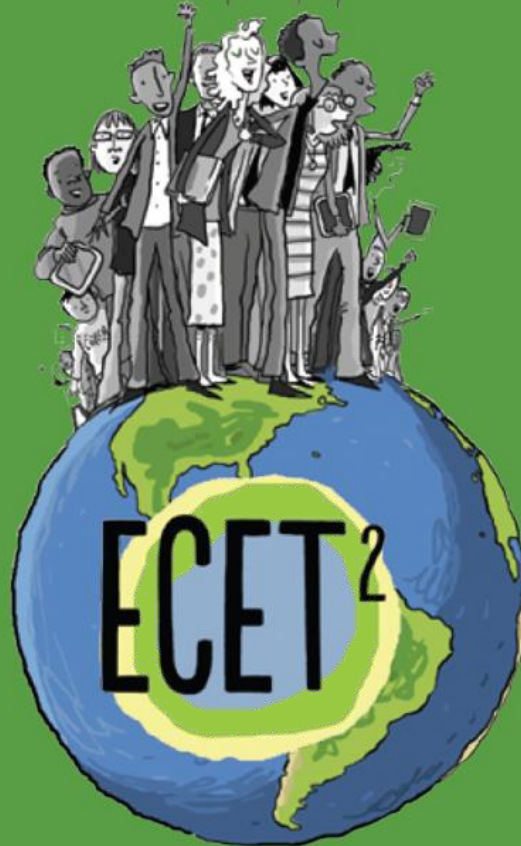


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**OUR VOICES
MATTER!**



**ELEVATING AND CELEBRATING
EFFECTIVE TEACHING & TEACHERS**

October 24 – 26, 2014
New Orleans Marriott • New Orleans, LA

BILL & MELINDA
GATES *foundation*



FRIDAY, OCTOBER 24

1:30-3:30 PM	Registration <i>Mardi Gras Foyer</i>
3:30-3:50 PM	Opening and Cultivating a Calling Keynote Address <i>Mardi Gras Ballroom</i> Anthony Marshall , History Teacher, Tulsa Public Schools, OK
3:50-4:30 PM	Welcome and Introduction to ECET ² <i>Mardi Gras Ballroom</i> Irvin Scott , Deputy Director, Effective Teaching, Bill & Melinda Gates Foundation
4:30-5:30 PM	Introduction to Colleague Circles <i>Mardi Gras Ballroom</i>
5:30-6:00 PM	Parade to Welcome Reception <i>Bourbon Street</i>
6:00-9:00 PM	Welcome Reception <i>Bourbon Vieux: 501 Bourbon Street</i>





Be sure to visit the Social Media Lounge in the lobby throughout the convening for general questions, social media account set-up, and specialized sessions (listed below).

SOCIAL MEDIA LOUNGE PROGRAMMING

FRIDAY, 2:30-3:30 PM	Twitter 101
SATURDAY, 3:00-3:30 PM	Building Your Brand
SATURDAY, 5:30-6:00 PM	Social Networking 201 – Beyond the Basics
SUNDAY, 12:30-1:00 PM	Using Twitter and Pinterest to Find Lesson Plans




SATURDAY, OCTOBER 25

7:00-7:45 AM	Breakfast <i>Carondelet</i>
7:15-7:45 AM	Optional Session: TA Live for ECET ² Regional Convening Planners <i>Carondelet</i>
7:45-8:00 AM	Break
8:00-8:15 AM	Morning Announcements <i>Acadia</i>
8:15-9:00 AM	Address by Vicki Phillips <i>Acadia</i> Vicki Phillips , Director, College-Ready Education, Bill & Melinda Gates Foundation
9:00-9:15 AM	Break
9:15-10:45 AM	 Breakout Sessions: Teacher Leadership & Community <i>Please see room assignments on pg. 6 and session descriptions on pg. 7</i>
10:45-11:00 AM	Break
11:00-12:30 PM	 Breakout Sessions: Effective Collaboration <i>Please see room assignments on pg. 6 and session descriptions on pg. 10</i>
12:30-1:45 PM	Lunch <i>Carondelet</i>
12:45-1:45 PM	There's Never Enough Time: Conversations with Presenters <i>Carondelet</i>
1:45-2:00 PM	Break
2:00-3:00 PM	Colleague Circles Session II <i>Acadia</i>
3:00-5:30 PM	Free Time <i>See list of optional activities inside tote bag received at registration</i>
5:30-6:30 PM	Buffet Dinner <i>Acadia</i>
6:30-7:15 PM	Cultivating a Calling Keynote Addresses <i>Acadia</i> Dwight Davis , First Year Assistant Principal, District of Columbia Public Schools, DC, 2012-2013 Teach Plus Teaching Policy Fellow Matt Keefauver , 8th Grade Math Teacher, Montezuma-Cortez School District, CO
7:15 - 7:30 PM	Concluding Remarks <i>Acadia</i>



SUNDAY, OCTOBER 26

7:00-8:00 AM	Breakfast <i>Carondelet</i>
8:00-8:15 AM	Morning Announcements <i>Carondelet</i>
8:15-8:30 AM	Break
8:30-10:00 AM	 Breakout Sessions: Innovative Instructional Practices <i>Please see room assignments on pg. 6 and session descriptions on pg. 13</i>
10:00-10:15 AM	Break
10:15-10:30 AM	Cultivating a Calling Keynote Address <i>Acadia</i> Anna Baldwin , English Teacher and Literacy Coach, Arlee School District, MT, 2014 Montana State Teacher of the Year
10:30-11:30AM	Colleague Circles: Next Steps <i>Acadia</i>
11:30-12:30PM	State and District Lunch <i>Carondelet</i>
12:30-12:45 PM	Break
12:45-1:15 PM	Unconference: Bringing it Home <i>Acadia</i>
1:15-1:45 PM	Closing Reflections <i>Acadia</i> Irvin Scott , Deputy Director, Effective Teaching, Bill & Melinda Gates Foundation



Presentations, handouts and other materials from this convening can be accessed by scanning the QR code below with your smartphone.

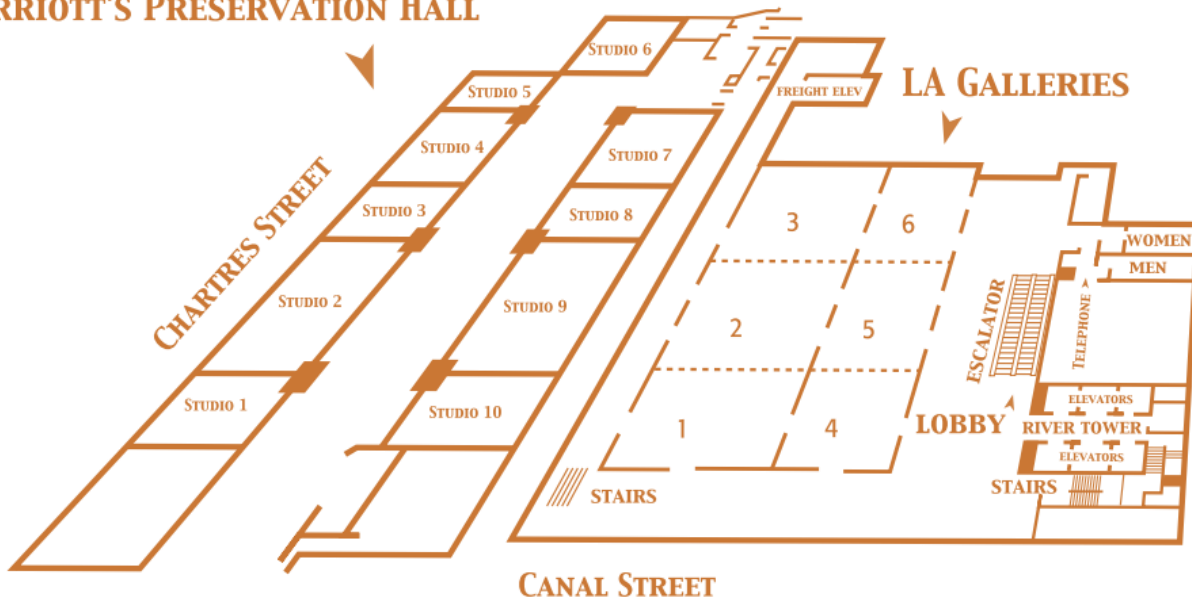


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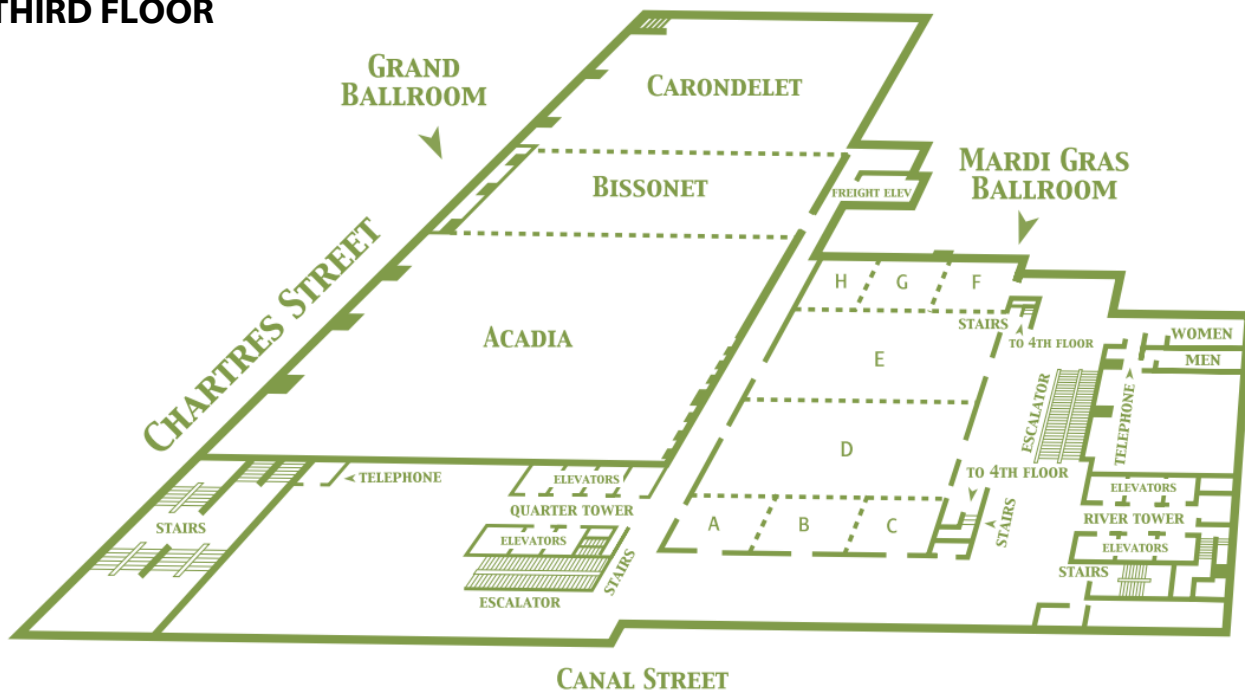


SECOND FLOOR

MARRIOTT'S PRESERVATION HALL



THIRD FLOOR



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BREAKOUT SESSION ROOM ASSIGNMENTS



TEACHER LEADERSHIP & COMMUNITY

Saturday 9:15–10:45 AM

Breakout Session

- TL-1** Using Design Thinking to Activate Teacher Leadership
- TL-2** Influence without Authority: Managing Up For Results
- TL-3** Teacher Leadership that Transforms: Taking Ideas into Action
- TL-4** Innovations in Teacher Leadership: Hybrid Roles
- TL-5** Engaging in Difficult Conversations in Service of Students
- TL-6** From Classroom Teacher to Teacher Leader
- TL-7** The Cage Busting Teacher
- TL-8** Teachers Leading: The Skills Required To Create Real Change In Today's Schools

Room

- Studio 1
- Studio 6
- Studio 3/4
- Studio 5
- Studio 2
- Studio 10
- Studio 7/8
- Studio 9



EFFECTIVE COLLABORATION

Saturday 11:00–12:30 PM

- C-1** Making the Invisible Visible: Using Video Case Analysis for Collaborative Professional Learning
- C-2** Taking an Asset-Based Approach to Strengthen the Impact of Professional Collaboration
- C-3** Utilizing Social Media to Be a Change Agent
- C-4** Collaborative Lesson Planning: Helping Students Meet the Language Demands of CCSS
- C-5** What's Next: Harnessing the Power of ECET² at Home
- C-6** The Cage Busting Teacher and Effective Collaboration
- C-7** Elevating and Celebrating Effective Teaching and Teachers at Home
- C-8** Problems of Practice Session: How Do We Find Time to Collaborate?

Room

- Studio 10
- Studio 2
- Studio 3/4
- Studio 1
- Studio 6
- Studio 7/8
- Studio 9
- Studio 5



INNOVATIVE INSTRUCTIONAL PRACTICES

Sunday 8:30–10:00 AM

Breakout Session

- I-1** Co-teaching: That's What's Up!!
- I-2** Culturally Responsive Teaching: From Theory to Praxis
- I-3** Teacher as Maker: Taking Ownership of the Common Core Through LDC
- I-4** Flipped Classrooms
- I-5** Growth Mindset Grows School Culture
- I-6** Power of Video
- I-7** Tools for Teaching: How ASCD is Encouraging Teacher Collaboration
- I-8** Social Media to Promote Social Learning: A Digital Approach to Enhanced Learning

Room

- Studio 1
- Studio 3/4
- Studio 5
- Studio 2
- Studio 7/8
- Studio 9
- Studio 10
- Studio 6



BREAKOUT DESCRIPTIONS: TEACHER LEADERSHIP & COMMUNITY

Breakout Session TL-1

Using Design Thinking to Activate Teacher Leadership

Participants will explore and experience the design thinking process, a mindset and tool for brainstorming and prototyping powerful ideas. By the end of the session, participants will understand the process and be able to replicate design thinking in their own context to engage students and/or activate their own teacher leadership.

Presenters:

Lori Nazareno, Teacher Leader in Residence, Denver Public Schools, CO, Center for Teaching Quality

Jessica Cuthbertson, Eighth Grade Literacy Teacher, Aurora Public Schools, CO, Teacherpreneur, Center for Teaching Quality

Breakout Session TL-2

Influence without Authority: Managing Up For Results

As emerging leaders, teachers often lack the direct authority to compel other staff to support their goals. Instead, they must rely on alliances and strong relationships to achieve their objectives. Participants will learn how to recognize the importance of influence in strategic partnerships. Participants will then practice the analytical skills to thoughtfully develop these relationships and achieve their goals. This session combines research from the field of management with practical examples from education. Teachers will leave with concrete strategies for maximizing their influence in situations where they lack formal authority.

Presenters:

Peggy Everist, Fourth Grade Teacher, Kansas City Public Schools, MO

Allison Johnston-Hull, Teaching and Learning Coach, North Kansas City School District, MO

Frank Medley, Spanish Teacher, Whittier Education Campus, District of Columbia Public Schools, DC

Breakout Session TL-3

Teacher Leadership that Transforms: Taking Ideas into Action

This session is both inspiring and interactive, as teachers will learn to harness their individual passions into transforming leadership. Attendees will leave this session empowered with the skills, desire and know-how to lead change in their districts, states and nation.

Presenters:

Deidra Gammill, PhD, Tenth to Twelfth Grade Teacher, Teacher Academy, Petal School District, MS, Teacherpreneur, Center for Teaching Quality, National Board Certified Teacher

Jaraux Washington, Seventh Grade Science Teacher, Hillsborough County, FL, Virtual Community Organizer, Center for Teaching Quality

Breakout Session TL-4

Innovations in Teacher Leadership: Hybrid Roles

This session serves as a brief introduction to hybrid teacher leadership roles to those teachers looking to grow their practice and scale the impact of your leadership without leaving the classroom. Through interactive and engaging exercises, participants will explore different leadership models and learn how to negotiate and manage the workflow of a hybrid role. Participants will also engage in a candid discussion on why these roles are important in a school setting and how they aim to directly impact student achievement.

Presenters:

Tanesha Dixon, Seventh and Eighth Grade Social Studies Teacher & Technology Integration Coach, District of Columbia Public Schools, DC, Better Lessons Blended Master Teacher

Asante Johnson, Sixth and Seventh Grade Science Teacher and Technology Integration Coach, District of Columbia Public Schools, DC

Breakout Session TL-5

Engaging in Difficult Conversations in Service of Students

The process of changing the mindset and actions of adults who serve ALL students is a daunting challenge and often requires engaging in difficult conversations. During this session, participants will be grounded in the principles for engaging in difficult conversations and view video of teacher leaders applying those principles. Session participants will also have the opportunity to practice initiating and engaging in difficult conversations with the goal of changing adult actions and attitudes about student achievement and addressing accountability challenges.

Presenters:

Paul Bayona, Teacher, Newark Public Schools, NJ, Newark New Leaders Emerging Leader

Delvin Burton, Senior Program Director, New Leaders, Inc.

Karisa DeSantis, Teacher, Newark Public Schools, NJ, Newark New Leaders Emerging Leader

Breakout Session TL-6

From Classroom Teacher to Teacher Leader

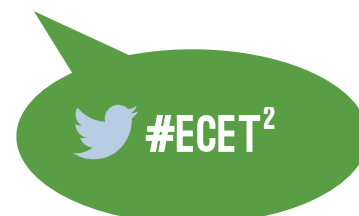
Teachers will discover different teacher leadership opportunities that don't involve becoming an administrator or leaving the classroom in this interactive and energetic session. Traditionally, teachers have received little training on how to get involved or are reticent because it would take them away from their classrooms but times are changing and classroom leadership opportunities abound. In this interactive session, participants will examine and discuss the best methods for engaging in policy conversations that impact their work in the classroom, learn about teacher leadership opportunities, and develop an action plan for how each teacher can have an impact.

Presenters:

Brad Clark, Fourth and Fifth Grade Language Arts & Social Studies Teacher, Woodford County Schools, KY, Hope Street Group KY State Fellow, Center for Teaching Quality Virtual Community Organizer

Susan Keyock, High School Special Education Teacher, New York, NY

Wendy Uptain, Director of Educator Engagement and Training, Hope Street Group





Breakout Session TL-7

The Cage Busting Teacher

Teachers can have more power than they might think to assert authority and ownership over their schools and systems – they just don’t always know how to best harness that power. This session aims to help them do just that. Teachers will learn what it means to be a “Cage-Busting Teacher” and how they can help use these “cage-busting” techniques to help shape their schools into places where they can do their best work.

Presenters:

Frederick M. Hess, Resident Scholar and Director of Education Policy Studies, American Enterprise Institute

Breakout Session TL-8

Teachers Leading: The Skills Required to Create Real Change in Today’s Schools

Are you ready to lead and bring others on board? Do you have the skills necessary to create a collaborative environment? Discover how to create a roadmap to effect change. This interactive presentation, developed and delivered by State Teachers of the Year explores effective ways to lead adult learners, facilitate highly effective teams, and create plans to drive change in the here and now. Teachers will leave this session ready to take action, and able to lead change by leading others.

Presenters:

Terry Kaldhusdal, Sixth Grade Social Studies Teacher, Kettle Moraine School District, WI, 2007 Wisconsin State Teacher of the Year

Peggy Stewart, Professional Learning Consultant, Links Education Consultants, National Network of State Teachers of the Year Member



Do you wish you had more time to connect with your breakout session facilitators? Is there a session that you missed that you wish you could learn more about? To informally connect with presenters and get what you missed, be sure to check out the session, “There’s Never Enough Time: Conversations with Presenters,” held on Saturday during lunch.



BREAKOUT DESCRIPTIONS: EFFECTIVE COLLABORATION



Breakout Session C-1

Making the Invisible Visible: Using Video Case Analysis for Collaborative Professional Learning

In this workshop teachers will receive access to ATLAS, an online case library of National Board Certified Teachers' videos of classroom practice combined with their written analysis of the instruction and student work. Participants will develop a plan for how they can use video resources as the basis for collaborative professional learning in their own schools and networks. Session facilitators will draw upon their own experiences with video cases, sharing the lessons they've learned using both the videos and teacher reflections in ATLAS to make unobservable parts of classroom practice visible.

Presenters:

Stacey Donaldson, Instructor, Teacher Academy, Jackson Public Schools, MS, 2009 Mississippi State Teacher of the Year, National Board Certified Teacher

Kim Enanoria, English Teacher, Evaluator and Instructional Specialist, Kamehameha Schools, HI, National Board Certified Teacher

Andrea Hajek, Director, Educator Engagement, National Board for Professional Teaching Standards, National Board Certified Teacher

Breakout Session C-2

Taking an Asset-Based Approach to Strengthen the Impact of Professional Collaboration

Professional learning community, data team, community of practice, interdisciplinary or grade level team, department, curriculum committee, or leadership team -- Collaboration comes in many shapes and sizes, and we find some to be more beneficial than others. Participants in this session will explore tools from the National Center for Literacy Education for identifying the strengths and weaknesses of their own group's collaborative practices. Through interactions with the tools, with presenters and one another, participants will develop strategies specific to their collaborative groups to strengthen the impact they have on teaching practice and student learning.

Presenters:

Lara Hebert, Professional Development Specialist, National Center for Literacy Education (NCLE)

Stacey Hodges, Second Grade English Language Arts Teacher, Zachary Community School District, LA

Kiley Krizan, Learning Environment Specialist & Coach, Pittsburgh Public Schools, PA

Breakout Session C-3

Utilizing Social Media to Be a Change Agent

In today's Common Core era, collaboration between a teacher and his or her next door neighbor isn't enough. Nor is just working as a member of a professional learning community. Social media is the new professional learning community, and blogging is an easy way to connect globally to other educators through short writing pieces. In this session, facilitators will share their stories about becoming proficient bloggers, explore different blogging hosting sites, identify "must-read" bloggers, and help participants find their digital author's voice.

Presenters:

Chris Giordano, High School Social Studies Teacher, Hillsborough Township Public Schools, NJ

Barry Saide, Fifth-Grade Teacher, Bernards Township Public Schools, NJ



Session C-4

Collaborative Lesson Planning: Helping Students Meet the Language Demands of the Common Core

Participants will engage in discussions around shifts in the Common Core State Standards (CCSS) and the implications of the CCSS for language support in instruction, for all students and for English learners in particular. Participants will learn about a growing online network of teachers called Education Connections which provides resources, webinars, forums, and a monthly lesson planning competition, built with the goal of supporting teachers in their implementation of the CCSS. Presenters will share the Education Connections lesson plan template and will provide time for planning, so participants are invited to bring teaching materials and content!

Presenters:

Shereen Bhalla, Research Associate, Center for Applied Linguistics, Washington, DC

Vanessa Mari-Acevedo, Doctoral Student and Instructor in the Teacher Preparation Program, University of Texas at San Antonio, Former ESL Teacher

Lindsey A. Massoud, Research Associate, Center for Applied Linguistics, Washington, DC

Breakout Session C-5

What's Next: Harnessing the Power of ECET² at Home

Past ECET² attendees and district leaders will share how they have continued the momentum of ECET² by positioning ECET² alumni as leadership resources within their school and district settings.

Presenters:

Brittany McCann, Early Intervention Teacher, Pittsburgh Public Schools, PA

Kellie Skeweres, District Support Liaison, Pittsburgh Public Schools, PA

Jill Whitacre, Seventh Grade Math Teacher, Middle School Robotics & Engineering Teacher, Brevard Public Schools, FL

Nate Brown, Senior Program Officer, Bill & Melinda Gates Foundation

Breakout Session C-6

The Cage Busting Teacher and Effective Collaboration

This session will empower teachers to lead beyond their classrooms, illustrating how they as classroom educators, can do more to shape their schools and systems. In order to create environments where teachers can do their best work, effective collaboration is needed. Drawing from the techniques outlined in *The Cage-Busting Teacher*, presenters will explain how teachers can use collaboration to “cage-bust” and effect positive change within their schools.

Presenters:

Frederick M. Hess, Resident Scholar and Director of Education Policy Studies, American Enterprise Institute

Breakout Session C-7

Elevating and Celebrating Effective Teaching and Teachers at Home

Teachers from various states and districts reflect on their collaborative efforts to create local ECET² experiences and share lessons learned and best practices for those desiring to bring the momentum of the national ECET² convening home.

Presenters:

Lilliana Gallo, AP Spanish Literature and Language Teacher, English Language Coach, Alliance Schools, Los Angeles, CA

Kip Hottman, Spanish Teacher, Oldham County School District, KY

Brooke Perry, Sixth Grade Teacher, Kent School District, WA

Daniel Widome, Associate Director, Arabella Advisors, Technical Assistance Provider to Regional Convening Planners

Breakout Session C-8

Problems of Practice Session: How Do We Find Time to Collaborate?

The goal of this teacher-to-teacher problem of practice session is to provide a forum for a group to work together on a challenge that is central to improving the ability of teachers to collaborate with one another. An individual presenter will share a common challenge in the area of collaboration that he or she is struggling with and with the support of a facilitator, the group will pose questions, react, and brainstorm and explore the feasibility of solutions.

Presenters:

Norman White, Elementary Science Teacher, Professional Development Lead Teacher, Prince George's County, MD



Stay in touch with your colleagues through the online ECET² community, celebrateteaching.com. Create your profile today!



BREAKOUT DESCRIPTIONS: INNOVATIVE INSTRUCTIONAL PRACTICES

Breakout Session I-1

Co-teaching: That's What's Up!!

In this workshop, participants will receive an overview of the five models of co-teaching frequently used in the classroom with an in-depth focus on utilizing two specific models that support an effective co-teaching team with relationship building strategies. Participants will be broken into differentiated, small groups that will focus on co-teaching schedules both at the elementary and the middle school level including a group utilizing paraprofessionals and specialists in a co-teaching model. Time will be provided to create, brainstorm and collaborate; participants will leave the session with a co-taught lesson plan to immediately implement in their classroom.

Presenters:

Cristi Green, Kindergarten to Fifth Grade Education Specialist, Santa Monica-Malibu Unified School District, Malibu, CA
Natalie Melanson, Fourth Grade General Educator & Education Specialist, CHIME Charter School, Woodland Hills, CA
Katherine Smith, Third to Fifth Grade Co-teacher & Education Specialist, CHIME Charter School, Woodland Hills, CA

Breakout Session I-2

Culturally Responsive Teaching: From Theory to Praxis

"Culturally responsive teaching" is often used as a buzzword in education without conceptual reference to the specific actions or tools that support it. This session will provide teachers with skills and strategies necessary to begin implementing culturally responsive praxis in their classrooms upon arrival home. In this session, participants will learn that culturally responsive teaching is a necessity that is not only a way to teach, it's a way to think.

Presenters:

William Anderson, High School Social Studies Teacher, Denver Public Schools, CO
Brandon White, English Language Arts Teacher, Rochester City School District, NY

Breakout Session I-3

Teacher as Maker: Taking Ownership of the Common Core through LDC

Participants will learn how teachers are taking the Common Core and their professional learning into their own hands, using LDC online tools and authentic processes. LDC offers a supported design experience to embed CC literacy standards into content-area lessons that inspire students to meet and exceed standards, while also meeting content demands. As a result of interactive session activities and hands-on exploration, participants will leave the session with classroom-ready resources in hand and a renewed sense of ownership for their own professional learning.

Presenters:

Aislinn K. Cunningham, Curriculum Facilitator, Secondary English Language Arts and Social Studies, St. Bernard Parish, LA
Nicole Rieker, Fifth Grade Teacher, Manheim Township School District, PA
Barb Smith, Manager of Professional Development & Partners, Literacy Design Collaborative

Breakout Session I-4

Flipped Classrooms

Participants will explore the four pillars of a 'FLIP' classroom: flexible environment, learning culture, intentional content and the professional educator. The presenter is a teacher who has transitioned from video recordings to using a mix of free online technology resources, MDC lessons and tasks, and related strategies to effectively support student growth.

Presenters:

Clara Clark, School Improvement Consultant, Southern Regional Education Board
Gretchen Greer, Algebra 1 Teacher, Farmington Municipal Schools, NM

Breakout Session I-5

Growth Mindset Grows School Culture

Can any teacher be a master teacher? Can all students achieve proficiency? Fixed mindset in a school can slow down the attainment of school-wide goals for student progress and achievement. Participants will learn how teachers at Viveiros Elementary School in Fall River, MA collaborated with each other to make mindset the focus of school-wide professional development.

Presenters:

Miranda Deckleman, T3 Teacher Leader, Fall River Public Schools, MA
Stephanie Kennedy, Second Grade Teacher, Fall River Public Schools, MA

Breakout Session I-6

Power of Video

Facilitators will share their experiences and explore different ways to strengthen practice through the collaborative use of video. Participants will learn about four strategies, including critical reflection, self-assessment, annotation, and online collaboration. Teachers of all grade levels are welcome in this session as we learn together how to effectively utilize the power of video.

Presenters:

Shelia Banks, Instructional Coach and School Support Specialist, Jefferson Parish Public Schools, LA
Lisa K. Hollenbach, Social Studies Co-Chair, Palmyra Area High School, PA



Breakout Session I-7

Tools for Teaching: How ASCD is Encouraging Teacher Collaboration

This workshop will focus on the question, “What about implementing the Common Core State Standards (CCSS) keeps you up at night?” Participants will review what educators across the country are struggling with and explore ways to help. The session will highlight the combined efforts of ASCD and the Gates Foundation, including how the EduCore® website and the ASCD Virtual Learning Networks can support CCSS implementation. Educators will create a problem of practice and action steps to take back to their respective buildings.

Presenters:

Meghan Everette, First Grade Teacher, Baldwin County Public Schools, AL, 2013 Alabama Elementary Teacher of the Year, ASCD Emerging Leader 2014, Scholastic Top Teaching Blogger

Kristen Olsen, Director, Tools for Teaching, ASCD

Jennifer Orr, Kindergarten Teacher, DeSoto County Schools, MS

Breakout Session I-8

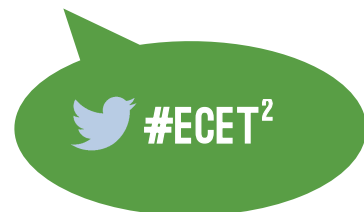
Social Media to Promote Social Learning: A Digital Approach to Enhanced Learning

This workshop will explore reasons why and ways to incorporate social media into the classroom in order to elevate the educational experience and level of learning. Instead of using social media simply to enhance communication and/or with a whole-class approach, participants will learn about how each student’s use of social media can truly transform the learning experience for students. We will conclude with guided teacher work time to allow participants the chance to begin transforming their own students’ experience.

Presenters:

Christopher Bronke, English Department Chair, Downers Grove Community High School District, IL

Kristen Bronke, Instructional Technology Coach & Student Services Interventionist, Hinsdale Township High School District, IL



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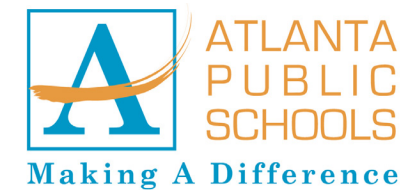
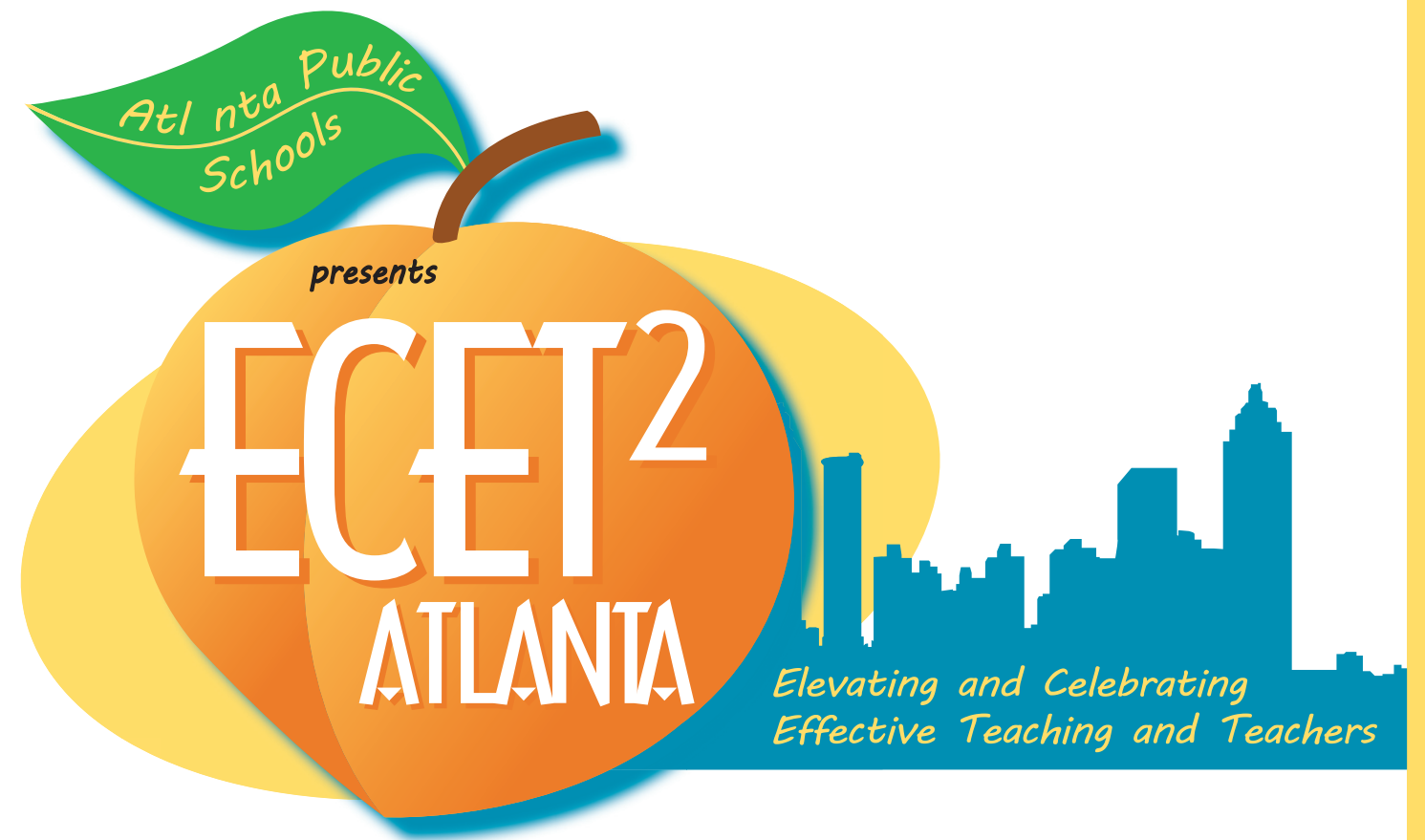


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NOTES





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**Marlene Parker
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Shenise White**



WELCOME



Greetings ECET² Participants:

Welcome to the first annual Atlanta convening of ECET² (Elevating and Celebrating Effective Teaching)! Your participation in ECET² demonstrates your commitment to reaching the pinnacle as an educator in Atlanta Public Schools (APS), and I am very pleased to share this special occasion with you.

ECET² is an excellent forum for fellow educators to focus on their strengths, learn from each other, and experience professional growth in a collaborative and affirming setting. We want you to be rejuvenated through your participation and excited about re-entering your classrooms each day ready to rededicate yourselves to educating our students. We also know that we must do our part to provide you with educational supports, tools and resources to do an effective job. Knowing your needs will require us to listen to your collective voices as you map out strategies to impact student achievement positively.

Forums like ECET² fuel the fire for lifelong learning, which is an attribute that we also want to instill within our students. Take what you learn today back to your schools and share it with others who have that same desire and passion for making a difference in the life of a child. By doing so, you have the power to make an effective teacher in every classroom a reality for all APS students.

Congratulations on being among the 125 educators recognized and celebrated today for the strides you are making in education. Best wishes for continued success this school year and beyond.

Sincerely,

Meria J. Carstarphen
Superintendent

I want to congratulate you on being a part of the regional ECET² movement in Atlanta. At its core, the ECET² experience is created by teachers, for teachers, and it is anchored in the needs and priorities of teachers' own communities, schools, and classrooms. You have just become a part of something very special that's happening not just here in Atlanta, but across the country.

I applaud the work that you do on a day to day basis. As a former teacher, I know how rewarding it is to see the impact a teacher can have on the lives of students. I am also fully aware of how isolating the teaching profession can be. At the Bill and Melinda Gates Foundation, we do not feel this isolation is healthy for children or teachers. As a result, we are looking for ways to connect teachers to one another. As I like to say, *Isolation is the enemy of Improvement*. Teachers should not struggle or succeed in isolation. ECET² is all about making those connections to enhance practice and leadership on the part of teachers.

In closing, I want to thank the teachers who planned this event. While they have modeled this experience after some core component of the ECET² regional events that are happening all over the US, I am sure they have found ways to bring the ATL-vibe to this experience. Please keep in mind that this is just the beginning. You have a responsibility to keep the energy going when you leave this event. Keep the movement going in some way, face to face or online through Twitter (#ECET2).

Congratulations and welcome to this ECET² convening. It is our hope that this experience will transform your outlook on who you are as a teacher and leader within your school, district, as well as the profession.

SHOUTOUT!!!

Cordially,
Irvin Scott

Deputy Director, Education
Bill and Melinda Gates Foundation

Saturday, November 15, 2014

- 8:00 a.m. – 9:00 a.m. Breakfast/Registration (Prefunction)**
Student Performance – Springdale Park Elementary Chorus
Director: Brianne 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

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



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



STUDIO 4

MENTORING

Interested in helping to see induction phase teachers grown in the district? Wanting to start a mentoring program for teachers in your school? Receive first-hand accounts of the powerful impact that peer mentoring has on teacher growth and development.

Presenters:
Flavia Gordon-Gunter, Teacher Effectiveness Program Administrator
Linda Brasher, Grady High School

STUDIO 5

ATLANTA FAMILIES’ AWARDS FOR EXCELLENCE IN EDUCATION (AFAEE)

Do you have an initiative or project you have always wanted to fund for your students or school, but do not have the resources to make it a reality? Learn about an opportunity currently available to Atlanta Public School teachers to recognize the exemplary work you are doing in the classroom. Hear about the Atlanta Families’ Awards for Excellence in Education timeline and process, along with accounts from past recipients. They will speak about the impact winning the award has had on their students, their schools, and themselves. You will also be given time to begin working on the AFAEE award application in hopes of becoming a 2015 recipient and receiving a \$7500 prize.

Presenters:	
Jennifer Lockwood, Springdale Park Elementary School	Annie Cecil, Sarah Smith Elementary School
Brianne Turgeon, Springdale Park Elementary School	Makini Colvin, Dunbar Elementary School
James Davis, Bolton Academy	Bethany Paquette, Drew Charter School
Kelly Petrello, Garden Hills Elementary School	Jennifer Hall, Instructional Technology Specialist
Beth Bolden, Harper-Archer Middle School	

STUDIO 6

TEACHER VOICE IN EDUCATIONAL POLICY

Want to learn how to leverage your political muscle in Georgia? How to use your voice to capture the attention of media in a positive format? Hear from a current school board member, a state legislator, and media representatives on how to positively impact and change the educational arena.

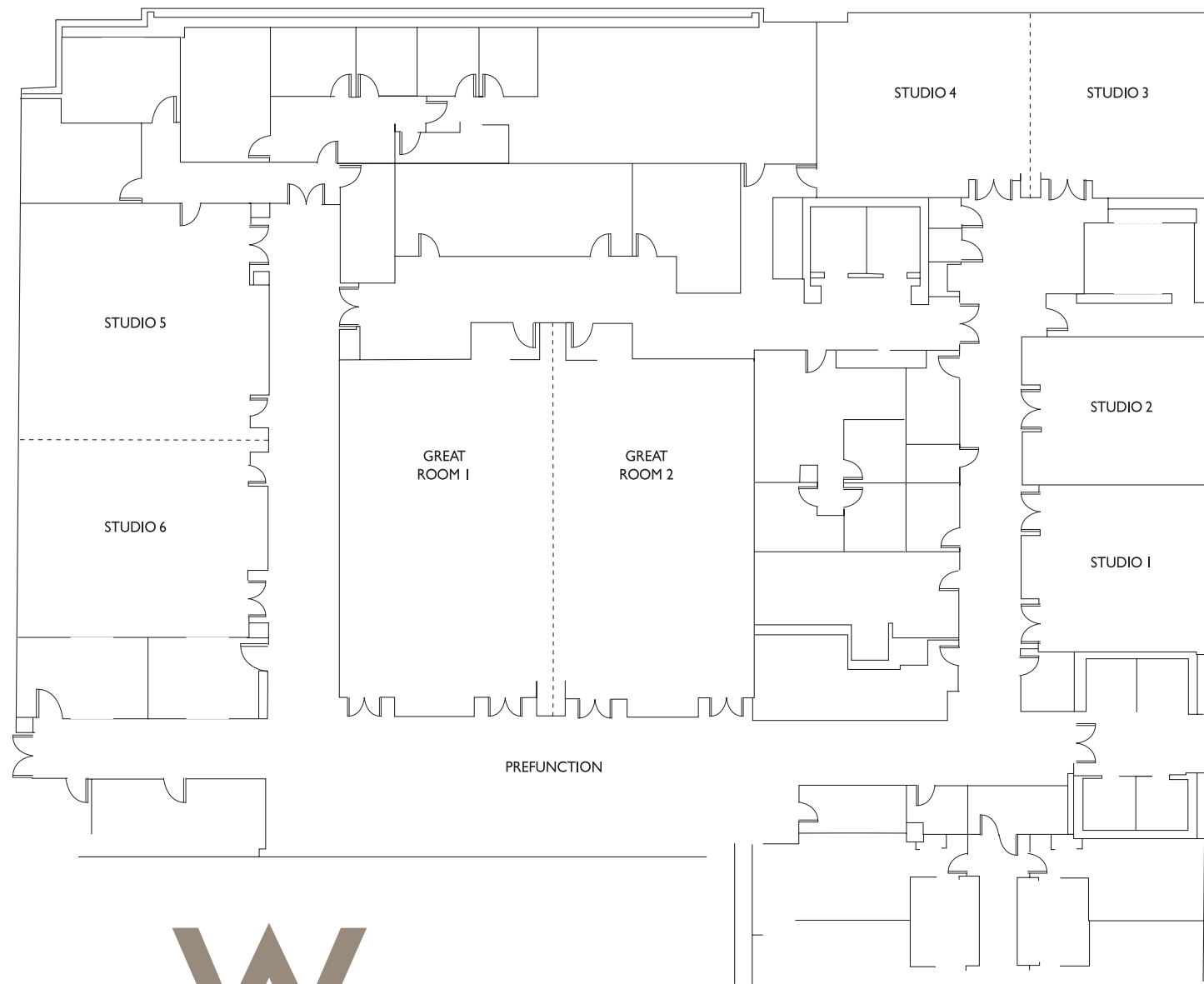
Presenters:
Matt Westmoreland, Atlanta Public Schools Board Member
Maureen Downey and Molly Bloom, Atlanta Journal Constitution Education Journalists
Margaret Kaiser, Georgia State Representative
Dr. Whitney Naman, State School Superintendent’s Teacher Advisory Council

Moderator:
Melinda Houston, Carver Early College

BREAKOUT SESSIONS



W Atlanta



W
ATLANTA



ECET2 Convening APPLICATION Budget

DIRECTIONS: Enter estimated information -- including anticipated number of convening participants and requested budget amounts -- in the yellow-highlighted cells below.

Convening Title	
Application Submission Date	

PROPOSED BUDGET SUMMARY

Total Budget	\$	-	
Total Amount Requested through the ECET ² RFP	\$	15.00	
Other Potential Funding Sources (and respective funding amounts)	i.e. ABC Foundation (\$5,000); Local Union (\$3,000)		
Total Anticipated Convening Participants			

DETAILED PROPOSED BUDGET

	Estimated Total Amount	Amount Requested through the ECET ² RFP	Notes
Venue			
Event Space			
Audio/Visual, including internet fees		\$ 5.00	
Food and Beverage		\$ 6.00	Example: Breakfast (\$15/pp) and Lunch (\$25/pp) for 100 participants
Other (specify in notes)		\$ 4.00	
Registration			
Name Badges			
Other (specify in notes)			
Publicity			
Printed Materials (Agendas, session handouts, signage)			
Website fees			
Shipping			
Additional supplies (folders, post-its, etc)			Please specify, if known
Other (specify in notes)			
Participant Expenses			
Airfare, Car Rental, Mileage Reimbursements			
Accommodations			
Local Transportation (Taxis)			
Other (specify in notes)			
Compensation			
Speaker or Other Guest Fees		These expenses are not eligible.	
District Compensation/Substitutes			
Other Expenses			
Enter here			Please see the RFP to ensure that these expenses are eligible for reimbursement
Enter here			
Enter here			
Contingency			Up to 10% of total funds requested may go towards contingency.
TOTAL BUDGET	\$	-	\$ 15.00

ECET2 Convening FINAL Budget

DIRECTIONS: Enter final information -- including actual number of convening participants and actual expenditure amounts -- in the yellow-highlighted cells below.

Convening Title	0
Report Submission Date	0

SUMMARY

	Estimated	Actual	Variance
Total Budget	\$ -	\$ -	\$ 15.00
	\$ 15.00	\$ -	\$ 15.00
Secured Local Funding Sources (and respective funding amounts)	i.e. ABC Foundation (\$5,000); Local Union (\$3,000)		
Total Anticipated Convening Participants	0		
Actual Number of Convening Participants			

DETAILED BUDGET

	Estimated Total Amount	Amount Requested through the ECET ² RFP	Actual Amount Spent (from ECET ² grant)	Variance	Notes
Venue					
Event Space	\$ -	\$ -		\$ -	
Audio/Visual, including internet fees	\$ -	\$ 5.00		\$ 5.00	
Food and Beverage	\$ -	\$ 6.00		\$ 6.00	
Other (specify in notes)	\$ -	\$ 4.00		\$ 4.00	
Registration					
Name Badges	\$ -	\$ -		\$ -	
Other (specify in notes)	\$ -	\$ -		\$ -	
Publicity					
Printed Materials (Agendas, sessions handouts, on-site signage)	\$ -	\$ -		\$ -	
Website fees	\$ -	\$ -		\$ -	
Shipping	\$ -	\$ -		\$ -	
Additional supplies (folders, post-its, etc)	\$ -	\$ -		\$ -	
Other (specify in notes)	\$ -	\$ -		\$ -	
Participant Expenses					
Airfare, Car Rental, Mileage Reimbursements	\$ -	\$ -		\$ -	
Accommodations	\$ -	\$ -		\$ -	
Local Transportation (Taxis)	\$ -	\$ -		\$ -	
Other (specify in notes)	\$ -	\$ -		\$ -	
Compensation					
Speaker or Other Guest Fees	\$ -	These expenses are not eligible.			
District Compensation/Substitutes	\$ -				
Other Expenses					
Enter here	\$ -	\$ -		\$ -	Please see the RFP to ensure these expenses are eligible for reimbursement
Enter here	\$ -	\$ -		\$ -	
Contingency	\$ -	\$ -		\$ -	Up to 10% of total funds requested may go towards contingency.
TOTAL BUDGET	\$ -	\$ 15.00	\$ -	\$ 15.00	

Time	Session or Event Title	Speaker or Facilitator	Location	A/V Needs	Materials and Supplies	Room 1 Set-up	Room 2 Set-up	Photographer/ Videographer	Planning Team Roles	Notes
7:00 – 7:45 am	Breakfast									
7:15-7:45	TA Live									
7:45-8:00am	Break									
8:00 – 8:15 am	Morning Announcements									
8:15 – 9:00 am	Address by Vicki Phillips									
9:00 – 9:15 am	Break									
	Teacher Leadership Breakout Sessions (TL1-8)									
10:45 – 11:00 am	Break									
11:00 am – 12:30 pm	Effective Collaboration Breakout Sessions (C1-8)									
12:30 – 1:45 pm	Break									
12:45 – 1:45 pm	Keynote									
1:45 – 2:00 pm	Colleague Circles: Next Steps									
2:00 – 3:00 pm	State and District Lunch									
3:00 – 5:30 pm	Break									
5:30 – 6:30 pm	Unconference: Bringing it Home									

ECET² New Orleans: Invitation letter to nominated teachers

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 (ECET²) Convening

October 24 – 26, 2014

Marriott New Orleans
555 Canal Street
New Orleans, LA 70130

The goal of ECET² 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

ECET² Snowbird: Letter to Invitees, sent the night before the event

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 (ECET²) network and share how excited we are to meet you at our upcoming convening in Snowbird, Utah.

ECET² 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 ECET². 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.

ECET² 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 ECET² 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 [ECET² 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 ECET² 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 [Fill in options here]				
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 [These will be topics you discussed on the planning team]						
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?



SESSION FACILITATOR PREPARATION GUIDE

IMPORTANT CONSIDERATIONS FOR DESIGNING YOUR SESSION

Based on feedback from previous ECET² 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):

- | | |
|---|---|
| <input type="checkbox"/> First-time ECET ² attendees | <input type="checkbox"/> Middle school teachers |
| <input type="checkbox"/> Returning ECET ² attendees | <input type="checkbox"/> High school teachers |
| <input type="checkbox"/> Elementary school teachers | <input type="checkbox"/> Others (specify) |

4. Facilitator name(s) and contact information:

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

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

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**



ECET² COLLEAGUE CIRCLES:

Colleague circles are groups of teachers (typically no more than 10 in each group) that meet as small support communities throughout an ECET2 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 ECET² 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.

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 (ECET² 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
You can also follow the group on Twitter @ecet2pgh.

###

ECET² 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 ECET² 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 ECET² 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.



[ROOM NAME]

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 ECET² and the organization identified above to record images and video of me participating in this ECET² 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 ECET² 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



HOW CAN FACEBOOK BE USED IN THE CLASSROOM?

- 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?

- 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?

- 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?

- 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.