

Gathering Companion Course Assignment - DUE 10/31/24

After attending [The Educator Collaborative's Gathering](#), go to our registration page. There you will upload your completed assignment, register, and pay.

1. Open a document and label your responses to Part 1 and Part 2:

Part 1: Type a list of the **TITLES AND PRESENTERS** of keynotes and workshops you attended. You must attend 4: one during each session.

Part 2: Type a 4-7 paragraph reflection on how the conference will impact your work as a teacher and/or leader. Cite specific examples from keynotes and workshops you attended and connect them to your work.

2. Save your responses as a PDF (limit 1-2 files, max).
3. Return to the registration page to upload your assignment, register, and pay.

You will certify that these are your original works, created without the use of AI.

Rating

You must receive 100% to receive your Certificate (10/10 points).

Part 1 Rubric = 5 points

5 Points	0 Points
Lists titles and presenters of the keynotes and workshops attended, 1 each session.	Does not meet the 5 points requirement.

Part 2 Rubric = 5 points

	5 Points	0 Points
Length	The response to Part 2 is 4-7 paragraphs.	Does not meet the 5 points requirement.
Cite Examples	Cites specific examples from attended sessions.	Does not meet the 5 points requirement
Reflection	Describes how cited examples will impact work as a teacher or leader.	Does not meet the 5 points requirement.
Readability	Complete sentences where errors do not impact readability.	Does not meet the 5 points requirement.

Example

Note: This is only provided as an example of the required elements, you will write in your own voice. Details here are from a past Gathering, the schedule and sessions will not match the current Gathering.

Sample Response to Part 1: Attended Sessions

At the Spring 2024 Gathering, I attended the following 4 events, one during each session:

1. Opening Keynote: “Talking About A Revolution” with Samira Ahmed
2. Session 2: “Hear, Think, Wonder: Tuning In To Our Students’ Dynamic Multilingualism” with Beth Puma
3. Session 3: “Classroom Design for Student Agency: Shifting Power” with Franki Sibberson and Lynsey Burkins
4. Closing Keynote: “Cultivating Young Multilingual Writers: Nurturing Voices and Stories in and beyond the Classroom Walls” with Tracey Flores and María Fránquiz

Example

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Sample Response to Part 2: Reflection

I attended the Spring 2024 Gathering on Saturday, April 13, 2024. I appreciate that they are streaming online and accessible from anywhere. It was an amazing day.

In my district, I am an instructional coach working with grades K-5. The sessions I attended definitely will impact my work. **For instance, in Session 3,** “Classroom Design for Student Agency: Shifting Power” with Franki Sibberson and Lynsey Burkins gave many ideas for giving students more ownership of their learning and practice in the classroom. I loved the example of students pulling out the document camera themselves, anytime they want to show the group something! **As an instructional coach, it makes me reflect on** how I can help teachers assess common teacher-led routines and brainstorm how students can have more agency with them. Such as, I am thinking of a specific teacher who has highly orchestrated materials management that often takes a lot of class time. I could work with her on thinking about “the why” for some materials and ways more agency could be shifted to the students. Like, more freedom with choosing writing materials usually only distributed at “writing time,” but making them available all day.

Session 2, “Hear, Think, Wonder: Tuning In To Our Students’ Dynamic Multilingualism” with Beth Puma **and the Closing Session,** “Cultivating Young Multilingual Writers: Nurturing Voices and Stories in and beyond the Classroom Walls” with Tracey Flores and María Fránquiz, left me with many, many practical ideas for how I can better support my teachers in infusing multilingual practices into their classrooms. **!**

Example

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am reflecting on how I have had some training on supporting multilingual students, but I still do not feel I am expert enough. Because of this, I think I need to put some of the advice from these two sessions into practice as a good starting point. I also am buying Tracey and Maria's book for continued learning. I intend to make this a stronger focus for my own learning so I can bring this work to my teachers.

I wanted to save the **Opening Session** for last. I found Chris Lehman's remarks very inspiring and Samira Ahmed is a powerful speaker. While she writes for students older than the ones I work with, I did put her new book on hold at my library so I can read it! **I am reflecting** on her passionate call to fill our libraries and classrooms with stories that reflect all people of the world. I believe in this too, but I think I will now make a conscious effort to not just share diverse authors and stories with the teachers I support, but to also include why I do this. I am lucky to be in a district where books are not being challenged, but that does not mean some day they couldn't be. I think talking about why diverse stories and authors matter is important to protect this right.

Thank you for such an amazing day of learning! I am leaving with so many ideas to support my work as an instructional coach.