



LEADING THE VISION: THE ROLE OF THE LEAD TEACHER

Rachelle Fast & Jenn Ramos

Lead Teacher Responsibilities

Support

- Demonstrate how to use the various online resources of the Career Choices curriculum
 - Monitor the use of optional technology applications of the course
 - Troubleshoot and problem solve, making recommendations to the administration regarding adjustments to future plans
 - Encourage creative solutions while maintaining the focus required for success
 - Find resources to address the needs of special populations
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Curriculum

- Facilitate the customization process as the group develops their detailed lesson plan pacing guide spreadsheets
- Chair weekly meetings of the course instructors using a professional learning community format
- Determine how to evaluate the course and assess success

Buy-in

- Generate and maintain buy-in from course instructors and the school community
- Facilitate team building for course instructors and all school staff involved with the 10-year plan
- Develop a plan to involve parents and the community

Professional Development

- Provide training, support, encouragement, and coaching for the instructors of the course
- Demonstrate various active learning techniques for use in the Career Choices course

Sierra High School



- Manteca, California
- Approximately 1375
- Most parents are Bay Area commuters
- 70 % of students will attend community college after graduating
- Third year of full implementation

Sierra High School

- Piloted with 4 sections 2015/2016
- Piloted follow Modules 2016/17
- Implemented the freshmen course district wide 2016/2017
- Implemented Module 1 in World History 2017
- Implemented Module 2 in English III 2018
- Creative GFSF Internship course 2018



Sierra High School

- Full implementation with Fidelity
- More counselor integration
- Full district office support
- Continue to develop community connections
- Staff buy-in with the use of my 10-year plan



VISION

Sierra High School

WINS	LOSSES
Full admin support	Maintaining fidelity with follow-up modules
Earned district coordinator position	Tired. All. The. Time.
Internship course	Lack of understanding for the program as a whole
Student success	

WINS AND LOSSES

Cosumnes Oaks High School



- Elk Grove, California
- Approximately 2,400 students (grades 9-12)
- Diverse student population
- Third year of school-wide implementation

Cosumnes Oaks High School

- We started with a small pilot group during the 2015-2016 school year, roughly 70 students
- All 9th graders are required to take the GFSF course (9-week course, block schedule)
- Follow-up modules are embedded into our school's advocacy program
- Team of champions assembled & guiding our site through the GFSF implementation



Cosumnes Oaks High School

- All students, including transfer students, take the 9th grade.
- Student work through the follow-up modules in advocacy grades 10-12.
- Professional development opportunities occur often & are well received by staff members.
- Staff members become academic advisors, using the 10-year plan to encourage, mentor & support students as they reach their goals.
- Our students graduate from Cosumnes Oaks High School with the skills they need to be successful in their post-secondary path.



VISION

Cosumnes Oaks High School

WINS	LOSSES
Our 9 th grade course is a HUGE win for us.	Addressing the needs for transfer, EL & SPED students.
Our school was awarded a Gold Ribbon from the State of California in the 2016-2017 for our GFSF program.	We haven't found the right fit for the follow-up modules for our site.
The success of our program has inspired other high schools in our district to implement GFSF & the district is seeking additional ways to support our program.	Staff buy-in is happening – <i>slowly</i> . Other initiatives have become more of a priority, taking time away from professional development opportunities.

WINS AND LOSSES

Contact Information

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