

Science Leadership Roles

In general, as the Literacy School-Based Teacher Leader, I haven't had much of an opportunity to take on leadership roles in science education. What I have been able to do has largely been centered around assisting with literacy instruction in the content classrooms. This has largely involved professional developments involving such subjects as how to introduce vocabulary, how to assist students to increase content literacy, and how to assist students in taking notes and formulating and organizing ideas.

In addition, this past year I was also the Acting School Growth Teacher, a federally mandated position that is part of NCLB. In this capacity I was working with all new teachers and any teachers perceived to be "struggling" and in need of assistance. I did observe and meet with several science teachers, but the bulk of the conversations were about classroom management, as that was what was determined to be their area of greatest need.

Finally, I was able to have preliminary conversations with Skip Weiner, of Urban Tree Council, about starting the grant-writing process to get funding for a school garden, something that I have been thinking about for some time. In conjunction with the Environmental Club spearheaded by Sheila Macintyre, the school garden would be another way for students to learn, experientially, about different sciences, and their uses in the "real" world.