

Information for Prospective Design Team Leaders 2016 ISEE Professional Development Program (PDP)

In the PDP, each teaching team is led by a Design Team Leader (DTL), who has already completed at least one full cycle of the PDP, and is returning for the second or third (or more) time. This document provides information for those considering applying for the role of DTL.

The role of DTL within the PDP:

DTLs play a significant role in the PDP, taking responsibility for their Design Team's progress as they design, teach, and debrief about their inquiry. This role requires leadership and project management skills. Expectations for DTLs include the following:

- *Lead the team in designing an inquiry activity and accomplishing the PDP Task.* This is the primary expectation of a DTL, and involves the expectations below
- Attend a preparatory meeting before the Inquiry Institute (remotely is ok)
- Propose and justify intended learning goals for the inquiry activity your team will design, iterate with PDP staff, respond to staff feedback, and finalize a set of well articulated learning goals. Note that some of this work (initial proposals for goals) is expected before the Inquiry Institute.
- Facilitate the Design Team's progress, motivating team members' efforts during the PDP Institutes and calling regular meetings afterward, also giving team members equitable opportunities to contribute to design and teaching
- Communicate directly with the venue lead (this may be the formal course instructor, or the person organizing an informal workshop or short course) to learn about requirements for how the activity will fit within the teaching venue, and to convey the Design Team's progress
- Delegate roles to other team members. DTLs are expected to assign roles to other members of their team, such as logistics lead and documentation lead. By delegating these roles to other team members, we hope that the DTL will be able to focus more attention on the intellectual aspects of designing the activity
- Monitor time spent by all team members and make adjustments to plan as needed, with the goal of keeping effort of all team members reasonable and close to the 100 hour average (including time at the Institutes) spent by PDP participants. The DTL is expected to get in touch with ISEE staff if the team is not making progress needed to hit the 100-hour benchmark.
- Lead the team in completing all PDP requirements (including post-teaching requirements), making sure that team members understand what those requirements are, and encouraging timely completion
- Communicate with PDP staff to schedule a Facilitation Workshop (required) and check-ins (optional) after the Design Institute
- Communicate with ISEE headquarters about the teaching venue, including any changes from original plan; dates, times and location of teaching; progress of team and any issues that pose barriers to all team members fully participating in the design and teaching of the PDP activity

What DTLs gain:

DTLs gain leadership and project management experience, and an intensive experience in designing an inquiry activity. Most graduate students and many postdocs do not get any training or experience in leading a team or managing a project. By serving as a DTL, participants lead a team from the initiation of a project through to completion, establishing goals and timelines, leading meetings, monitoring progress, and inspiring all team members to contribute to a collective goal. DTLs also gain tremendously from the intellectual process of considering learning outcomes, and “backward designing” toward those goals to design and effective and inclusive inquiry learning experience. DTLs get an in-depth experience in inquiry design and teaching, which can also be applied to a wide range of teaching and mentoring contexts.

“For the first time in my professional life, I have been given the opportunity to manage a long-term project and lead a small team, all thanks to the PDP.”
5th year grad student

“I have learned to collaborate remotely with my team to design a project/activity, organize resources and lead meetings. This experience has been great training for my future collaborations with remote colleagues.” 3rd year grad student

“In preparing a narrative CV during my first year of grad school, one of my professors pointed out that I lacked leadership experience. Since then, the PDP has offered my only experience of independently leading a team, so has contributed greatly to my skills and confidence as a leader.” 4th year grad

Time commitment of DTLs:

The time commitment involved in being a DTL can be a little more than the regular experience. However, past DTLs who use good leadership and project management skills (including delegation) have been able to stay very close to the average time spent by PDP participants (~100 hours), or perhaps spend an additional 5-10 hours on PDP work. There will be one additional meeting for DTLs after Design Institute, which will include debriefing the Design Institute experience and planning for independent team meeting time.

How to apply to be a DTL:

Applying to become a DTL is done through the regular PDP application. Those interested in becoming a DTL are also encouraged to get in contact with Lisa Hunter to discuss interests and opportunities. In addition, turning an application in early is strongly encouraged, because DTLs can be accepted earlier than other participants (see below).

Selection process for DTLs:

The general selection criteria used for acceptance into the PDP also applies to DTLs. In addition, the following additional criteria are used: 1) demonstrated understanding of the PDP Task, through review of past lesson plans and post-teaching reports; 2) completion of all previous year’s PDP requirements; 3) effective team work on prior PDP teams; and 4) professionalism (since DTLs are representing ISEE/PDP). ISEE will select some DTLs on a rolling basis (at various times prior to notification of other participants), in particular those that have already demonstrated success in leading a PDP team and that have the background to lead a team for high priority teaching venues.