

## **Information for Prospective Design Team Leaders 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. PDP DTLs gain new skills, and contribute to the PDP community by serving in this important leadership role. Priority for fee waivers and travel support is given to those selected to be DTLs. This document provides information for those considering applying for the role of DTL.

### **The role of DTLs 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 activity. This role requires leadership and project management skills, which we will bolster and support as part of your PDP DTL experience. 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.

*Prior to Inquiry Institute (January-March 2020, no travel required):*

- Propose and justify intended learning goals for the inquiry activity your team will design, and articulate these in the form of a learning outcome that can drive design choices. This includes iteration with PDP staff and response to their feedback, before the Inquiry Institute.
- Attend a preparatory workshop before the Inquiry Institute.
- Hold a meeting with your design team prior to the Inquiry Institute, introducing them to the teaching venue and the learning goals you have prepared.

*During and after Inquiry and Design Institutes:*

- Facilitate the design team's progress, motivating team members' efforts during the PDP Institutes and as needed between the Institutes and your teaching date.
- Give team members equitable opportunities to contribute to design and teaching.
- Delegate roles to other team members, and monitor time spent by all team members, with the goal of keeping individual efforts reasonable: outside of the Institutes and teaching venue ISEE expects each participant to devote ~20 hours or less toward the full PDP experience.
- Communicate with ISEE staff to arrange a teaching plan review, and schedule a Facilitation Workshop
- Lead the team in timely completion of all PDP requirements (including post-teaching requirements).
- Communicate directly with the logistical lead for your teaching venue (e.g., course instructor, REU program coordinator) and other relevant individuals at your home chapter.
- Communicate with ISEE staff about the teaching venue, including any changes from original plan, or challenges with team.

## **What Design Team Leaders 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 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 construct an effective and inclusive learning experience. DTLs get an in-depth experience in inquiry design and teaching, which can then be applied to a wide range of teaching and mentoring contexts.

## **Time commitment of DTLs:**

The average time commitment involved in being a DTL is slightly greater than the regular experience. Most of the extra time is expended before the Inquiry Institute, with the time commitment for DTLs and regular participants being similar during the Institutes and through the rest of the PDP cycle. Past DTLs who use good leadership and project management skills (including delegation) have been able to stay close to the average time spent by PDP participants, plus an additional 5-10 hours of PDP work. This corresponds to approximately 100 hours over the full PDP cycle, including Institutes and teaching.

*“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.”*

*“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

## **How to apply to be a DTL:**

To apply to be a PDP DTL, applicants register (like all applicants) and then complete a DTL application instead of the regular PDP application. Those interested in becoming a DTL are encouraged to get in contact with [ISEE staff](#) to discuss interests and opportunities. DTLs will be selected before opening the regular PDP application to other participants. *Submitting your DTL application early is strongly encouraged*, if possible, as it aids us in planning teaching venues and increases our ability to match you with a well-aligned venue and team.

## **Selection process for DTLs:**

The general selection criteria used for acceptance into the PDP also apply to DTLs. In addition, the following additional criteria are used:

- 1) demonstrated understanding of the PDP Task, based on staff review of past teaching plans and post-teaching reports;
- 2) completion of all previous years' PDP requirements;
- 3) effective teamwork on prior PDP teams;
- 4) interest in practicing and improving leadership skills;
- 5) alignment of teaching interests with available venues; and
- 6) professionalism (since DTLs are representing ISEE/PDP).