

Bay Area Writing Project Tips for Teaching Demonstrations

- Approach your topic with a statement like, “This is what I worry about....” Or “This is what concerns me....”. That gives you as the presenter permission not to have all the answers, but to be seen as having questions. If we ask our students to be open-minded, we must be so also.
 - Describe the need, where the classroom practice comes from.
 - Contextualize your practice, tell us a little about your students, your school, yourself, as needed.
 - Address things that work AND don’t work in your classroom.
- Make the audience the experts: “Look what WE know....” Or “I’m not the only one out there....” Ask the audience to help you with adaptations to other grade levels, situations, content areas.
 - If your audience spans grade levels and/or situations, make clear that what you are describing is how we spend our time in high school, or middle school or elementary. Say what you do and why it is developmentally appropriate. Ask “What do you think of this?” and “What do you do similarly/differently at your grade level?”
- Be strategic.
 - Ask your audience to do something, writing, talking in pairs, etc., within the first 5-10 minutes of your demonstration.
 - Focus on a specific problem and then choose pieces of your practice that address the problem.
 - Think about your handouts, what is necessary and what is not. Remember, less is more! **MAKE SURE YOU HAVE REAL STUDENT WORK!**
 - Ask yourself, “How is my audience like/unlike my students? What and how should I adapt my work to suit the audience?”
 - Keep it moving. Use a variety of activities.
 - Anchor us in specifics. Always have a range of student work.
 - Give extensions, kernels of ideas of how to amplify the practice.
- Remember, you are a teacher!
 - Share your passion.
 - Be genuinely curious and ask questions.