

Faculty-Meeting Staff Development Packages

Research tells us:

- ❑ That the most effective professional development is ongoing, job-embedded professional development.
- ❑ That developing professional learning communities is one of the most effective ways to accomplish this goal.
- ❑ That student achievement is increased when PLC's focus their collective efforts on insuring that every student in the school is learning.
- ❑ That one way to help this happen is to make more productive use of staff meetings and the time set aside for them.

Therefore, the TEP team has created the following professional development packages that do these things.

**Writing in the Content Areas—Writing Across the Curriculum
A Faculty-Meeting Staff Development Package**

Writing in the Content Areas—Writing Across the Curriculum	
Intended Audiences:	Leadership Teams, School Improvement Teams, Literacy Coaches, PLCs, Grade Level Teams, and Full Staffs
Grade Level Focus:	There are specific workshops designed for K-3 schools, K-6 schools, middle schools, and high schools. Each package is aligned to state standards, benchmarks, and Grade Level Content Expectations.
Service Overview:	Writing well for a real audience is an important part of content area learning. Most content areas have a set of explicit standards, benchmarks, and Grade Level Content Expectations that deal with writing in that specific content area. Each type of writing is a little different. However, to do the writing well, students employ similar writing strategies and thinking processes that are applicable in all content area writing situations. To help this happen, TEP has put together the following professional development package that focuses on integrating these writing strategies into all content area classrooms.
Key Elements:	Monthly or twice monthly full-staff workshops that focus on developing an in-depth instructional expertise around the writing process and Writers' Workshop. During these workshops teachers will develop a first-hand working understanding of what it means to be a skilled user of the writing process who writes and revises work for real audiences and become experts in strategies that they can implement in their classrooms. These workshops are designed around the NSDC's professional development standards and are meant to be delivered during staff meetings.
Onsite Coaching:	<p>Given the fact that research "emphasizes that coaching is a prerequisite for the implementation of new skills or strategies" (Showers, Joyce, & Bennett, 1987 in DuFour & Berkey 1995) and "providing teachers with ongoing support after the initial training is critical to the success of any innovation" (DuFour & Berkey 1995), TEP has included two to four days a month of onsite instructional coaching around the writing goals. While it is impossible to list in advance all the things the coaching sessions may cover, here are a few areas that are recommended:</p> <ul style="list-style-type: none"> ▣ Differentiating the strategies for each team so that the strategies reflect

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	<p>and support the team’s Standards, Benchmarks, and Grade Level Content Expectations.</p> <ul style="list-style-type: none"> ▣ Modeling the strategies. ▣ Coaching teams as they implement the strategies. ▣ Coaching teams as they conduct and analyze student work sampling. ▣ Conducting classroom observations and engaging in team teaching. ▣ Conducting lesson studies. ▣ Facilitating the development and ongoing use of formative based up the strategies. ▣ Facilitating peer classroom observations and peer coaching. <p>Facilitating teacher/student self-reflection and evaluation.</p>
Principal Coaching:	<p>Because the principal’s role as instruction leader is essential to the successful implementation of any strategy, TEP has included two to four days of principal coaching a month around this goal. Our administrative coaches will work with your district and/or building administrators to help them envision what a successful implementation process should look like and help your administrative teams to put the systems in place to make that successful implementation a reality.</p>
Extended Offerings:	<p>Research shows that it takes at least five years for a system to become institutionalized. Therefore, TEP offers multi-year professional development packages. Therefore, we provide additional services at no additional cost if you select this option. To learn more about this and other offerings please contact us.</p>
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