

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 Professional Learning Communities 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.

**A Learner-Centered Approach—Content Area Writing-to-Learn-Strategies
A Faculty-Meeting Staff Development Package**

A Learner-Centered Approach—Content Area <i>Writing-to-Learn-Strategies</i> A Faculty Meeting Package	
Intended Audiences:	Full staffs, PLCs, Grade Level and/or Content Area Teams. This professional development package works particularly well with middle school and high school student achievement and school improvement efforts that focus on content area learning, content area reading, and content area writing.
Grade Level Focus:	There are specific packages designed for K-6 schools, middle schools, and high schools. Each package is aligned to state standards, benchmarks, and Grade Level Content Expectations.
Service Overview:	<p>There is a large body of research that shows the importance of having a learner-centered school that actively engages all learners in the learning process.</p> <p>This is especially true in middle school and high school content area classrooms where students need to be strategic learners as they actively engage in the meaning making processes. This type of active involvement does not happen by accident; it is fostered by highly qualified classroom educators who intentionally integrate strategy instruction into their content area classrooms. This effort becomes particularly powerful when the whole school selects the same research-based strategies and implements them across the board. This intentional collaboration not only increases the students exposure to the strategy, but it also aids the student in being able to transfer the strategy from one learning situation to the next and thus hastens their ability to use it in a flexible independent way both in and out of the classroom. This flexibility can result in increased student achievement both in content area classes and on state tests.</p> <p>With this in mind, TEP has designed this PD package that focuses on using writing as a tool for learning in all content area classrooms.</p>

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Key Elements:	<p>Monthly or twice full-staff writing workshops that focus on developing an in-depth instructional expertise around the selected writing to learn strategies. These workshops are supported by onsite team coaching sessions.</p>
Workshops	<p>The workshops are designed around the NSDC’s professional development standards and are meant to be delivered during staff meetings. While the exact number of workshops will vary depending upon the package your school selects, some of the recommended topics are:</p> <ul style="list-style-type: none"> ▣ Using Focused Freewrites and Quick Writes to Assess and Activate Student Learning ▣ Making the KWL+ More Student Centered ▣ Reciprocal Writing and Verbal Think Alouds ▣ Using Questions to Engage learners in the Inquiry Process ▣ Using Selective Highlighting as Ongoing Formative Assessment ▣ Summarizing and Note Taking Strategies ▣ Using Mind Maps to Think Analogously ▣ Open and Closed Sorts ▣ SQR3 ▣ Matching Graphic Organizers to Text Structure ▣ Two-Column Learning Logs ▣ Writing Comparisons Using a Comparison Matrix ▣ Engaging RAFTS ▣ Using The Window as a Visualization Technique ▣ Opinion/Proof Writing

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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 this goal. 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"> ■ Facilitating the development of Professional Learning Communities around this goal. ■ Facilitating the development of assessments <i>for</i> learning to support this goal. ■ Differentiating the strategies for each team so that the strategies reflect and support the Standards, Benchmarks, and Grade Level Content Expectations. ■ Modeling writing-to-learn strategies. ■ Coaching teams as they implement the writing-to-learn strategies. ■ Coaching teams as they conduct and analyze student work sampling. ■ Conducting classroom observations and engaging in team teaching. ■ Conducting lesson studies. ■ Facilitating peer classroom observations and peer coaching. ■ Facilitating teacher/student self-reflection and evaluation. <p>For more information on this package or for ways we can modify it to meet your school’s specific needs, please contact us. We are here to help you reach your goals.</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</p>

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	<p>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. We feel this is the best possible approach for both of us. Therefore, we provide additional services at no additional cost if you select this option. To learn more about this and other offerings please <u>Contact Us</u>.</p>
For More Information Contact Us:	<p style="text-align: center;">Phone: 269-369-3117 Fax: 248-991-1326 <u>info@youreducationalpartners.com</u></p>