Project CRISS

Introduction to Project CRISS (Level I)

The introduction to Project CRISS is the keystone professional development event in any CRISS initiative. In the 12 - 18 hour introductory workshop, participants learn the foundation for all Project CRISS implementation efforts. The certified trainer introduces the CRISS Frameworks for Teaching and Learning with research foundation embedded in enlightening activities and common language.

Participants experience modeled instructional practices that are necessary for students’ self-directed learning.

Participants work with content materials from different disciplines to experience cross-curricular applications.

Participants learn from each other in facilitated discussions about teaching and learning.

Participants learn high-impact strategies – practical tools for the teaching and learning toolbox.

Implementation

When project CRISS is done well, it is the reform initiative for integrating the Common Core into a school system. Project CRISS implementation is the practical means to achieve the goals and expectations specified in the College and Career Readiness Anchor Standards and the English Language Arts Common Core State Standards.

Follow-up is the real benefit of implementing school-wide Project CRISS

Joyce and Showers (2002) suggested an “additive” model for professional development and that addition is coaching. When demonstrations, modeling, and low-risk feedback are added to professional development, research suggests there is relatively high concept understanding and skill attainment, 85% and 80% respectively. However, application increases slightly to only 10-15%. If teacher are not using what they learn, all rich resources for teaching and learning are lost. When coaching is added to professional development, concept understanding and skill attainment rise to 90%, but most significantly classroom application increases to 80-90%.

Effective professional development must provide a mechanism for sustained follow-up and support in order to see evidence of a high degree of sustained change in teacher behavior and student achievement.
The literature places teacher change, in the form of transfer of new knowledge into classroom practices, as a measure of effective professional development. Salient characteristics of effective professional development include duration and sustainability of transfer over time, new content knowledge, demonstrations, and active learning through in-class practice with follow-up support, collaboration with others analyzing student work, and clear goals aligned with standards and student outcomes.

**Qualification**

For more information or to schedule the training, contact Deborah Fetzer (dmfetzer@udel.edu).

Deborah Fetzer has used Project CRISS philosophy and principles for over a decade, first as a classroom teacher, next as a certified District Trainer, now as a certified National Trainer of Project CRISS.