



ARE YOU REIMAGINING PROFESSIONAL LEARNING?

Professional Development Center for Educators can help.

We are here to support your efforts to improve curriculum and instruction. Together we can influence student motivation and achievement. We want to share some ideas that might help you in writing your consolidated grant, applying for state grant funds, or planning to use your Title I, Title II, or local professional learning funds. Teachers know that effective professional learning is collaborative, active, content-focused, and sustained. We recommend that you plan with us for professional learning that meets these criteria.

We typically work with larger groups for introductory professional learning, with grade-level teams for small-group support and problem solving, and with individual teachers for confidential observation and feedback. If PDCE continues to receive state support, next year our training and/or knowledge building sessions will cost approximately \$1200/day for Delaware schools and our PLC or classroom-based work will cost approximately \$600/day. We will use Center funds to subsidize our travel and materials costs for all Delaware schools.

We know certain enabling conditions at the school level influence our effectiveness. We need:

- (1) a clear schedule and set times to work with your teachers;
- (2) physical settings that are conducive to adult learning;
- (3) a plan to move from learning to modeling to observation and feedback;
- (4) administrative support, including attendance at professional learning sessions.

Our team is small but highly specialized. We provide high-quality, evidence-based support for teaching and learning. While we customize our support for each building

and teacher we serve, we also want to be clear with our potential partners about our strengths and capacity.

Literacy Offerings

We have been successful in four different types of partnerships. Consider the ideas below. If you would like to explore a literacy partnership, please contact Sharon Walpole (swalpole@udel.edu).

- 1. Elementary Foundational Skills:** We can help teachers learn how to use simple informal diagnostic measures to group children by their skills needs. Then we can help them to use a direct instruction model to build those skills. This is most appropriate for all teachers in kindergarten, first grade, and second grade, especially for schools whose instructional materials do not have a strong emphasis on teaching decoding. The foundational skills work requires materials for teachers that can be purchased for \$130 per classroom. Consider 2-day initial institutes and 2 days per month for PLCs and in-class observation and coaching.
- 2. Elementary Writing:** We can help teachers design and implement writing instruction for narratives, persuasive pieces, and information texts. The approach we support is genre-based writing strategy instruction. We can work in the summer and across the school year to support teacher planning and then we can provide feedback as teachers implement the plans they have written collaboratively. Teachers need a professional book that costs \$35 and sentence strips and chart paper for their classrooms.
- 3. Middle School or High School Literacy:** We can help teachers use an evidence-based model to plan instruction for reading and writing narratives, information texts, and opinion texts. Then we can support classroom implementation. This work requires that teachers have specific professional books and that students have high quality text or trade books to read. The professional books costs \$70 per teacher. If schools do not already have high quality instructional materials, they could add two full-length trade books each quarter for \$60 per student. Consider 1/2 day of outside-the-classroom training and 1/2 day for each grade level each month for in-class observation and coaching for each grade level. We are open to partnerships that target reading, writing, or both.
- 4. Bookworms Elementary Reading and Writing:** Bookworms Reading and Writing qualifies as a comprehensive high-quality curriculum. We cannot support this initiative unless the school purchases the books that children need for the program. The curriculum also requires a strict instructional schedule of three 45-minute blocks. We can provide training and support for initial

Bookworms implementation and we can help schools improve their existing implementation. For information about materials costs, please contact Open Up Resources, our nonprofit partner. We will be hosting 2 3-day institutes this summer (July 16-18 or August 6-8). The cost is \$450 per person. We have arranged discounted hotel rates. Districts can also contract their own trainings. We need 2 days for kindergarten, 2 days for grades 1 and 2, and 2 days for grades 3, 4, and 5. After training, we recommend 28 days of coaching for a school with fewer than 400 elementary students and 56 days of coaching for a school with more.

Mathematics Offerings

While we are open to other ideas, our mathematics team is preparing for curriculum-specific partnerships that employ high-quality OER curricula. Consider the ideas below. If you are interested, please contact Faith Muirhead (muirhead@udel.edu).

1. **Support for High Quality Instructional Materials Adoption:** With all the textbooks/materials available for mathematics instruction, how do you decide on a set of materials for your school/district? We believe that teachers should be part of the process, therefore, we provide facilitation support for your district/school to help your mathematics leaders to create a philosophy around mathematics instruction that aligns with the common core content and practice standards, addresses issues of equity and access directly, and considers the specific needs of your student population and community. We will then use this philosophy to guide your mathematics leaders through the choices that align with your visions and support you through a rigorous vetting process from materials analysis through piloting lessons in classrooms.
2. **Curriculum Training for Illustrative Mathematics (MS/HS) or Eureka NY ES/MS/HS:** We can provide initial curriculum institutes for 3-4 days for up to 30 teachers in the same grade level within a district or across districts. We will provide an overview of the program, including critical pedagogies and features (i.e. Problem-based learning, 5 Practices, Math & Language routines, Support for Ells and students with disabilities), and co-planning support for the first instructional unit. For the remaining units, we recommend at least a half day of training for each module and follow-up coaching/planning support. Program structures vary.
3. **Illustrative Mathematics Statewide PLC:** Adopting a new set of materials and ensuring your students reap the rich rewards for years to come is complex and rigorous work. Many curriculum adoptions fail for a variety of reasons. We are invested in ensuring the success of districts adopting Illustrative

Mathematics--for ES, MS, and/or HS. To that end we would like to partner with district leaders and teachers to design and facilitate a statewide PLC to create a strong network to share ideas and learn from one another. Whether you are considering adoption, or have already adopted, we want to include your district leaders and teachers in grade-level PLCs once per month, where we will collectively problem-solve any issues in implementation and continue to learn from one another.

- 4. Middle school or High School Coaching and Follow Up:** We recommend 30 face-to-face days for each school, scheduled as two consecutive days every other week. On day one we recommend back-to-back grade-specific PLCs to be used for co-planning, examining classroom data, and providing feedback on instruction. On day 2 we recommend scheduled in-class work with teachers (modeling, co-teaching, and observing and providing feedback). It is essential to have time to present new ideas and provide classroom support to follow through on those ideas in classrooms. We will work with
- 5. Elementary Coaching and Follow Up:** We recommend 30 face-to-face days for each school, scheduled as two consecutive days every other week. On day one we recommend back-to-back grade-specific PLCs to be used for co-planning, examining classroom data, and providing feedback on instruction. On day two we recommend walkthroughs and scheduled observations/feedbacks with specific grade levels (modeling, co-teaching, and observing and providing feedback).
- 6. K-12 Mathematics Teacher Leader Mentoring:** We recommend weekly meetings with grade level leaders to organize and plan PLCs. This would include providing professional learning on several repeating structures for PLCs, namely, collaborative planning, analysis of classroom and assessment data, implementing peer observations and feedback, and analyzing teaching practice (video-based). We would also provide professional learning about adult learning and coaching.

Science Offerings

Based on our work in Delaware schools during the last few years, we know teachers of science would benefit from any combination of the following supports related to *Next Generation Science Standards* (NGSS)-aligned teaching. If you would like to explore a science partnership, please contact Amy Trauth (anare@udel.edu).

- 1. Principled Planning for NGSS Instruction:** The NGSS requires a radically different approach to teaching. As schools and districts adopt new curricula, teachers will need support in leveraging those materials in ways that

maximize student learning. NGSS-aligned instruction requires principled decision-making about how and when to use published curriculum materials and how to enhance them. We frequently co-plan and co-teach with teachers in our partnerships. We recommend 3 full days of professional learning for each unit of instruction and a minimum of 5 days of follow-up coaching in teachers' classrooms.

2. **Developing 3D Classroom Assessments:** Our work in schools has indicated teachers welcome support in making sense of how NGSS should influence the structure and form of classroom assessments (formative, summative, interim, and performance tasks). We collaborate with teachers to design and implement assessments that align with NGSS. New assessment practices have been a strong influence on enhancing teachers' instructional practices as well. We recommend one daylong (or two half day) professional learning seminars with at least 10 days of follow-up support in classrooms and/or in PLCs (which includes data analysis and interpretation).
3. **Support for Administrators:** We work regularly with school and district administrators to advance their knowledge of NGSS-aligned teaching and support their skills for observing science teachers and providing meaningful feedback that supports their growth in NGSS-aligned teaching. This work can be done one-on-one, in administrator PLCS, or in professional learning seminars in full-day or half-day increments.

Social Studies Offerings

The types of social studies partnerships described below are informed and recommended by our extensive work with partners and recent developments in the field. If you would like to explore a social studies partnership, please contact Sharon Walpole (swalpole@udel.edu).

1. **Creating Engaging Curriculum:** We will provide a template and expert support for teachers who want to design social studies lessons addressing the Delaware curriculum infused with disciplinary literacy. We recommend targeted cycles of grade-level planning for each social studies content area. We would begin with a day-long professional development session across grades and then half-day grade-level collaboration sessions.
2. **Social Studies Lesson Study:** Once teachers have engaging lessons planned, we will facilitate an adapted lesson study process that begins with modeling

and observation, and then moves to reflection and revision informed by the success of the lessons. The process can be accomplished with observations during regular classroom instruction and reflection during existing PLC times.

3. **Middle School and High School Content Area Reading:** We can help teachers in social studies use an evidence-based model to plan for students to use different forms of in-class reading as students address the Delaware recommended curriculum for social studies. Then we can support classroom implementation. This work requires that teachers have a specific professional book. The book costs \$35 per teacher.