The University of Delaware’s Professional Development Center for Educators is a service center for Delaware schools. We partner with districts and schools to offer content-specific professional learning support for teachers. Our work is partially subsidized by the state, so we cannot be certain of our costs per day until the state budget is approved, typically by July 1. Given our previous level of funding, we have been able to offer services at $600 per day for in-school coaching and $1,200 per day for formal day-long workshops within the State of Delaware. We are also open to workshops serving multiple districts who share costs.

We applaud the Delaware Department of Education’s new commitment to high-quality instructional materials (HQIM). We can help our partners select materials and prepare to launch them. We can also support teachers and leaders with initial training and by coaching through initial and subsequent implementation. In some cases, we can also help improve existing curriculum and instruction while schools are waiting for funding for HQIM.

We are committed to service quality. Partnerships for coaching support must include specific, scheduled time for coaches to observe classroom instruction and specific, scheduled time outside of the classroom. Our coaching support for teachers is not evaluative, and we do not provide leaders with teacher-level implementation feedback. However, successful initiatives always include leaders. We need leaders to learn with teachers and in role-specific groups when we are helping them to launch new curriculum initiatives or improve instructional quality in ongoing initiatives.

We schedule our work collaboratively on a first-come first-served basis once contracts have been finalized. We will always be open to partnerships across districts to reduce costs and increase collaborations across the state. We can only commit to partnerships consistent with our capacity and with a shared commitment to evidence-based practice and excellence in adult learning. For Literacy, contact Jaime True Daley (jtdaley@udel.edu). For Mathematics, contact Faith Muirhead (muirhead@udel.edu). For Social Studies, contact Mike Feldman (feldmanm@udel.edu). For Science, contact Amy Trauth (anare@udel.edu). Sharon Walpole (swalpole@udel.edu) oversees all Center activities.

Select below to review service offerings for 2020-21
Contact: Jaime True Daley

**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. These partnerships will engage teachers in initial training and ongoing coaching.

**Elementary Writing**
We can help teachers design and implement writing instruction for narratives, persuasive pieces, and information texts, especially for schools whose current materials are not high quality in the teaching of writing. The evidence-based 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.

**BW New Teacher Summer Support**
We will be offering a 3-day state-level planning session in southern Delaware (August 12-14) for teachers new to BW. Teachers will work in grade-level groups to prepare for the first month of school in BW classrooms.

**BW School-Based Coaching Support**
After an initial institute, we provide targeted coaching to build understanding and structurally-sound implementation. We work with grade-level teams to prepare for instruction, and then with individual teachers in coaching cycles to model, co-teach, observe, and collaborate.

**BW Co-teaching**
For schools using BW, we can work specifically with teams of general education teachers, special education teachers, and teachers of English learners to learn effective co-teaching practices. Teams learn a set of co-teaching models and strategies for adapting materials to reach children who need curriculum modifications. These partnerships will engage teachers in initial training and ongoing coaching.

(Continued on next page)
Contact: Jaime True Daley

**BW Intensive Interventions**
We will offer a limited number of partnerships in BW schools to work with teams of specialists, including reading specialists, special educators, and teachers of dual language learners, to learn and apply strategies to promote curricular access. We use evidence-based intervention procedures grounded in applied behavior analysis. These partnerships require initial BW training with teachers and then additional training and coaching days.

**Classroom Behavior Management Techniques**
Literacy teachers challenged with diverse learners may struggle to engage every child in rigorous tasks expected by their curriculum. We present teachers with a function-based thinking model and specific positive behavior supports to increase whole-class engagement and decrease off-task behavior. These partnerships include training days and ongoing coaching.

**Middle School Literacy**
There are currently few HQIM choices for middle school literacy. We can help teachers use an evidence-based model for novel study to address Common Core text difficulty and knowledge-building standards. We offer sample novel units with pre-made plans to begin. We can then contract to continue writing plans for novels schools select or provide leadership for professional learning communities as they develop these additional novel studies. These partnerships include training days, curriculum design days, and ongoing coaching.

**High School Literacy**
There are currently few HQIM choices for high school literacy. If teachers have access to trade books and anthologies with texts at grade-appropriate levels of difficulty, we can help them use an evidence-based model to plan instruction for reading and writing narratives, information texts, literary analyses, and argumentative texts. These partnerships include training days, curriculum design days, and ongoing coaching.
HQIM Initial Summer Institutes (Elementary, 6th, 7th, 8th, Algebra I, Geometry, Algebra II)
We will provide a 2-Day overview of the materials, highlighting critical pedagogies and features (i.e. problem-based learning, 5 Practices, Math & Language routines, Support for ELs and students with disabilities), and co-planning for the first instructional unit. We will offer the summer institutes in both northern and southern Delaware.

HQIM Experienced Summer Institutes (Elementary, 6th, 7th, 8th, Algebra I, Geometry, Algebra II)
We will provide a 2-Day review of the materials, deepening understanding of critical pedagogies and features (i.e. problem-based learning, 5 Practices, Math & Language routines, Support for ELs and students with disabilities), and co-planning for the first instructional unit. We will offer the summer institutes in both northern and southern Delaware.

Mathematics Laboratory Classrooms
In conjunction with a school district’s summer school, this week-long PL opportunity will allow teachers to practice teaching eight lessons to summer school children with intensive coaching support. Using selected HQIM, teachers will collaboratively plan to teach lesson by analyzing materials using the Thinking Through a Lesson Protocol (Smith, Bill, & Hughes, 2008) and the 5 Practices framework (Stein & Smith, 2011). The lessons will be taught the following day.

HQIM Building Administrator Trainings for MS/HS
We will provide a specialized course for building-level administrators whose teachers are using HQIM in mathematics. The course will require 2 day-long sessions in the summer, offered in both northern and southern Delaware, and 4 half-day learning walks across the school year.

HQIM Initial Unit Trainings (Elementary, 6th, 7th, 8th, Algebra I, Geometry, Algebra II)
Beginning in mid-September, we will offer 3-hour monthly unit trainings for teachers for units 2-8. These will be 3-hour sessions offered in both northern and southern Delaware.

(Continued on next page)
Contact: Faith Muirhead

HQIM Experienced Unit Trainings (Elementary, 6th, 7th, 8th, Algebra I, Geometry, Algebra II)
Beginning in mid-September, we will offer 3-hour monthly unit reviews for teachers for units 2-8. These will be 3-hour sessions offered in both northern and southern Delaware.

HQIM School-Year Coaching Cycles
We will provide school-based coaching cycles in elementary, middle school, and high school for teachers with 30 minutes of planning, 30 minutes of observation, and 30 minutes of debriefing. We can schedule cycles for 2 consecutive days twice a month, for 4 consecutive days per month, or for a three-day cycle to include video observation.

Equity Walks and Data Dives
We can support teams at a district or school to build the skills and dispositions to recognize and address conditions that deny some students access to educational and other opportunities enjoyed by their peers. We can analyze materials for subtle bias, consider classroom interactions, and examine school policies. Our goal will be to help team to identify and reject deficit views that locate the sources of outcome inequalities (like test score disparities) as characteristics of students and culture.
Professional Development Center for Educators (PDCE)

SERVICE OFFERINGS 2020-21

SCIENCE

Contact: Amy Trauth

**HQIM Experienced Unit Trainings (Elementary, 6th, 7th, 8th, Algebra I, Geometry, Algebra II)**

We will have limited capacity in science for next year. With few HQIM choices, we have reviewed potential curricula for quality and will support schools who use OpenSciEd ([https://www.openscied.org/](https://www.openscied.org/)) for grades 6-8 Interactions ([https://learn.concord.org/interactions](https://learn.concord.org/interactions)) for Grade 9 Physical or Integrated Science, or inquiryHub Biology ([https://www.colorado.edu/program/inquiryhub/curricula/inquiryhub-biology](https://www.colorado.edu/program/inquiryhub/curricula/inquiryhub-biology)). For these curricula, we will partner for initial professional learning, including collaborations across districts, and for ongoing school-based coaching.

**Developing 3D Classroom Assessments:** For schools who adopt our target curricula, we can collaborate with teachers to design and implement common assessments that align with NGSS. These assessments will help teachers deepen understanding of NGSS and add value to the curricula.

**Support for Administrators:** We regularly collaborate with school and district administrators to advance their knowledge of NGSS-aligned teaching. We help them set goals for teachers implementing new curricula, provide advice on how to observe and gather data on curriculum implementation, and provide science teachers with meaningful professional feedback. This work can be done one-on-one, in administrator PLCs, or in professional learning seminars.

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Contact: Michael Feldman

**MS/HS Curriculum-embedded Professional Learning**
We will have limited capacity in Social Studies for next year, and will prioritize history partnerships in 8th grade and 11th grade. Existing curricula do not align perfectly with Delaware’s Standards for history. We are offering professional learning workshops and in-classroom coaching to adapt the following curricula to our state standards: Reading Like a Historian, Stanford History Education Group; The DBQ Project; Read. Inquire. Write, University of Michigan; and New Visions for Public Schools

**Using Disciplinary Literacy Assessments for History and Civics**
In support of the abovementioned curricula, we can collaborate with teachers to design and implement common assessments that align with Delaware and CCSS standards. We will help them to plan for these assessments, score them, and use the scores to improve their teaching.

**Support for Social Studies Curriculum Leadership**
We regularly collaborate with school and district administrators to advance their knowledge of Delaware social studies and CCSS literacy standards. We help them set goals for teachers implementing new curricula, provide advice on how to observe and gather data on curriculum implementation, and strategies to provide social studies teachers with meaningful professional feedback. This work can be done one-on-one, in administrator PLCs, or in professional learning seminars.

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