

ARE YOU PLANNING PROFESSIONAL LEARNING?

Professional Development Center for Educators can help.

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. We will begin contracting for the 2021-22 school year at \$650 per day for in-school coaching and \$1,300 per day for formal daylong 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 help schools improve existing curriculum and instruction while schools are waiting to adopt 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. A rubric leaders can use to plan partnerships is [available here](#).

We schedule our work collaboratively on a first-come first-served basis once contracts have been finalized. 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](#) and [Equity](#), contact Faith Muirhead (muirhead@udel.edu). For [Social Studies](#), contact Mike Feldman (feldmanm@udel.edu). Sharon Walpole (swalpole@udel.edu) oversees all Center activities.

Select below to review service offerings for 2021-22

[EQUITY](#)

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UNIVERSITY OF DELAWARE
EDUCATION &
HUMAN DEVELOPMENT

Professional Development Center for Educators (PDCE)

SERVICE OFFERINGS 2021-22

EQUITY

Contact: [Faith Muirhead](#)

Equity Walks, Coaching for Equity, and Data Dives

We will 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 will analyze materials for subtle bias, consider classroom interactions, and examine school data and policies. Our goal will be to help teams to identify and reject deficit views that locate the sources of outcome inequalities (like test score disparities) as characteristics of students and culture.

Antiracist Discussion Group

We will offer a 10-session course for district and school leaders using the lenses of Narrative Inquiry and Critical Race Theory to honor the voices of people of color. In this series we will examine the ways racist practices persist in school policies, instructional practices, and microaggressions. We focus on identifying how even inadvertent racist actions impact students of color and how to address these in ways to support individual and collective growth.



Professional Development Center for Educators (PDCE)

SERVICE OFFERINGS 2021-22

LITERACY

Contact: [Jaime True Daley](#)

HQIM: Bookworms Reading and Writing Differentiated Training and Coaching (Grades K-8)

Initial Adoption: Training and Coaching

- **New Teacher and Administrator Summer Institute:** We will offer grade-level specific sessions in July and August to fully train new BW teachers in the curricular shifts and implementation of shared reading, ELA, and differentiated instruction that include video models, practice, discussion, and preparation for the first month of school
- **School-based coaching:** Effective implementation of HQIM requires 90-minutes of collaborative inquiry (CI) during which grade-level teams study and practice upcoming lessons and evaluate student work to set instructional goals. Literacy specialists will observe lessons linked to goals and deliver actionable feedback between monthly CI team meetings. Partnerships benefit from 28 days of coaching per school grade-level band (K-2, 3-5, 6-8) during the first year.

Ongoing Implementation Integrity: Coaching

- During years two and three of implementation, our Specialists observe instruction and share actionable feedback with individual teachers and grade-level teams. We lead collaborative inquiry with time for studying and practicing upcoming lessons and analyzing student. We recommend 18 days in year 2 and 9 days in year 3 for each grade level band.

Advanced Bookworms Implementation: Collective Inquiry Cohorts

- **Differentiated Instruction Cohorts:** We will launch hybrid learning through 8-week cohorts of 12 teachers who share instructional videos and specific feedback to improve learning of foundational reading skills, fluency, vocabulary, and comprehension.
- **Bookworms Intensive:** We offer year-long hybrid learning through initial training in how to observe teachers and students HQIM during core instruction and tier II, progress monitoring using a gap analysis approach, intensifying the core and tier II with evidence-based practices, and delivering a new Tier III intervention. Our approach uses applied behavior analysis for learners at risk for or identified with disabilities or who are slowly responding as English learners. Participants engage in three training days during the summer plus monthly CI meetings and receive intensified instructional materials.

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Professional Development Center for Educators (PDCE)

SERVICE OFFERINGS 2021-22

LITERACY

Contact: [Jaime True Daley](#)

HQIM: Co-teaching K-8 Bookworms Reading and Writing Training and/or Coaching

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

HQIM: Bookworms Reading and Writing District/School-Led Virtual Training Management Site

We offer a training site via the *Canvas* platform with everything a district or school needs to use to deliver BW training for K-5 shared reading, ELA, and differentiated instruction. The site includes facilitation guides, videos, and discussion boards that districts or schools can use for contracted periods of time to support teachers to implement the curriculum with local support.

HQIM: Middle and High School Literacy: Evidence-based Practices

There are currently few HQIM choices for middle and 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.

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Professional Development Center for Educators (PDCE)

SERVICE OFFERINGS 2021-22

MATHEMATICS

Contact: [Faith Muirhead](#)

Summer Offerings

HQIM Initial Summer Institutes (Elementary, 6th, 7th, 8th, Algebra I, Geometry, Algebra II)

We will offer 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. Offered virtually--synchronously and asynchronously.

HQIM Experienced Summer Institutes (Elementary, 6th, 7th, 8th, Algebra I, Geometry, Algebra II)

We will offer 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. Offered virtually--synchronously and asynchronously.

Mathematics Laboratory Classrooms -- If School-based Summer Learning Programs permit

We will offer to partner with a local school district's summer learning program. This 4-day 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 lessons 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.

Academic Year

HQIM Building Administrator Trainings for MS/HS and Feedback Cycles

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. Offered face-to face and virtually.

HQIM 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 virtually--synchronously and asynchronously.



Professional Development Center for Educators (PDCE)

SERVICE OFFERINGS 2021-22

MATHEMATICS

Contact: [Faith Muirhead](#)

Academic Year (cont)

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 virtually--synchronously and asynchronously.

HQIM School-Year Coaching Cycles for Schools in Years 1 & 2 of Adoption and Implementation

We will provide school-based coaching cycles in elementary, middle school, and high school for teams of teachers and administrators in (PLCs). Time must be built into the schedule for a complete cycle to include planning, class observation, and debriefing. In addition to PLC level coaching, one-on-one teacher coaching cycles will also be offered.

Ongoing PL and Coaching for HQIM Districts in Year 3 or Beyond

We can provide tailored PL and coaching for districts in year 3 HQIM implementation and beyond. We will work with district staff to talk through a needs assessment, plan goals for the partnership, and create a plan to meet those goals that includes PL and coaching support for teams of teachers and individual teachers.

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Professional Development Center for Educators (PDCE)

SERVICE OFFERINGS 2021-22

SOCIAL STUDIES

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, PLCs to rehearse lessons, and in-classroom coaching to facilitate the implementation of a series of new lessons developed for 8th grade, as well as to adapt the following curricula to our state standards: Reading Like a Historian, Stanford History Education Group; The DBQ Project; and Read. Inquire. Write, University of Michigan.

Using Disciplinary Literacy Assessments for History and Civics

In support of the above-mentioned 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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