

Connecticut Accountability for Learning Initiative



Description of Professional Development Opportunities

1. Best Practices in Educating our English Language Learners (ELLs) Basic Training

This two-day training has been designed to train regular education classroom teachers, special education teachers, pupil personnel, and school administrators in the best instructional practices for ELLs. The workshop is aimed specifically for educators who have not previously received instruction on how to best educate their ELLs. The workshop consists of four stand-alone but interrelated modules. Each module consists of 2.5 hours for a total of 10 hours of instruction. The topics of the four modules are as follows:

1. Laying the Foundation: Debunking the Myths about ELLs;
2. Making Content (Input) Comprehensible;
3. Engaging the ELL: Creating Opportunities for Output; and
4. Sheltered Instruction: Putting it All Together.

2. Best Practices in Educating our English Language Learners (ELLs) Advanced Training



This two-day training is designed for those mainstream teachers, special education teachers, pupil service personnel and school administrators who have already taken the Basic ELL Best Practices workshop and who wish to advance their knowledge and skills in the areas of best instructional practices for English Language Learners (ELLs), grades K-12. The workshop consists of four stand-alone but interrelated modules. Each module consists of 2.5 hours for a total of 10 hours of instruction. Time is built into each module for participants to contribute to the conversation and to apply their newfound knowledge to their own instructional plans.

The topics of the modules are as follows:

1. Literacy and Vocabulary Development
2. Linguistic/Content Assessment and the ELL Framework
3. Disabilities vs. Language Development
4. Coaching & Training: Building Capacity in the District

Participants will be able to:

1. Identify and practice literacy and vocabulary instructional strategies, which are specifically advantageous to the learning needs of ELLs.
2. Use language and content assessment data to make instructional decisions for their classrooms.

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3. Incorporate Connecticut's ELL Framework into their content lessons, thereby ensuring that their content lessons address language development issues necessary for ELL students.
4. Differentiate diagnoses strategies to help clarify if an ELL student's difficulties are due to disabilities or an expected part of second language development.
5. Using materials from the two ELL workshops, develop a peer coaching or PD training plan to build capacity within their school and/or district on the topic of best instructional practices for ELLs.

3. Classroom Data: Feedback, Follow-Up and Follow-Through

This two-day training gives instructional leaders guided practice on the analysis of everyday data (e.g., lesson plans, student work, attendance data).

During this interactive seminar, participants will learn how to:

- use teacher observation to focus on student work;
- apply current research on teacher feedback to students;
- support teacher collaboration and/or a data team process;
- provide instructional feedback; and
- follow-up and follow-through as an instructional leader.

4. Common Formative Assessments (CFA) - Basic Training

The purpose of this two-day basic training is to build the knowledge and skills of educators on how to develop CFA to inform instruction. CFA are assessments that are administered to all students in a grade level or course prior to beginning a unit of instruction. Participants analyze student assessment results in Data Teams to plan for differentiated instruction.

During this interactive seminar, participants will:

- learn the value of and how to use CFA to inform instruction;
- learn general guidelines for effective item writing;
- develop selected-response and constructed-response CFA items that are aligned to standards and expected learning outcomes;
- create scoring instruments to accompany items; and
- understand how to use CFA in the Data Team process.

5. CFA - Certification Training

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous, on-site professional development as an essential part of a long-term, sustainable plan. Participants at this certification training will increase their own "assessment literacy" so that they can confidently present the basic training and provide educators with follow-up technical assistance as needed.

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6. Data-Driven Decision Making/Data Teams (DDDM/DT) - Basic Training

This two-day seminar is for classroom educators and school leaders. DDDM/DT will assist educators in making leadership and instructional decisions based on data.

The six-step Data-Driven Decision Making process includes:

1. Treasure Hunt;
2. Needs Analysis;
3. Prioritizing Needs;
4. Setting Goals;
5. Identifying Instructional Strategies; and
6. Determining Results Indicators.

Each step will take participants deeper into new systems of thinking and applications of data.

During the seminar, participants examine their own student data so that the process is presented and understood in context. By the conclusion of the workshop, participants will have learned the process and made concrete improvement decisions about their district or school.

The Data-Driven Decision Making process is designed for district level and building level teams. The Data Team training is designed for grade level or content level teachers. The teacher teams collaboratively analyze data from CFA and student work to identify strengths and weaknesses in student learning. Teachers then select Effective Teaching Strategies that will best address the students and the standards-based learning objectives. Student progress is monitored and the process continues at the next meeting.

7. DDDM/DT - Certification Training

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous, on-site professional development as an essential part of a long-term, sustainable plan for the school system. Participants will gain a deeper understanding of the seminar content in addition to learning how to support and guide professional development throughout the year in analyzing data, setting goals and implementing strategies for improved teaching and learning.

8. Coaching Instructional Data Teams

This one-day training is designed to give instructional coaches additional skills in assisting other educators with implementing the Data Team process. Participation in DDDM/DT Basic is a prerequisite to attend this session.

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9. Effective Teaching Strategies (ETS) - Basic Training

This two-day seminar is designed for school and district leaders, classroom teachers, and instructional specialists. In order to maximize student learning opportunities, teachers must plan effective lessons that not only consider the concepts that students must know, but also the specific instructional strategies that will help teachers get the job done. Specific strategies in each of the nine categories of “*The Art of Science and Teaching*”, plus non-fiction writing will be shared and participants will apply each of the categories to current lessons or future units and plans. This seminar is highly interactive and teachers appreciate the opportunity to collaborate with colleagues to learn about what other teachers are doing to achieve success in their classrooms.

During this interactive seminar, participants will:

- learn about the ten categories of ETS;
- understand how to use these strategies when planning lessons;
- learn how to apply the strategies to meet specific student needs;
- examine the most effective way to write thorough lesson plans and deliver instruction utilizing effective methods; and
- learn strategies and techniques that are more beneficial to certain learning situations and students.

10. ETS - Certification Training

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous, on-site professional development as an essential part of a long-term, sustainable plan. Participants will gain a deeper understanding of ETS, in addition to learning how to support and guide professional development throughout the year in analyzing data, setting goals and implementing strategies for improved teaching and learning.

11. Coaching ETS

This module is designed to support coaches and instructional leaders who are supporting teachers to implement these research-based strategies. Participants must have completed ETS Basic Training to be eligible to attend this session.

12. Improving School Climate to Support Student Achievement: Creating Climates of Respect – Basic Training

This two-day seminar focuses on the essential elements that are necessary to establish a positive and respectful school climate. Creating and maintaining a physically, emotionally and intellectually safe learning environment is a precondition for realizing optimal student academic achievement. Participants will be given the principles, practices and strategies leading to school climate improvement. Information about the importance of school connectedness, the lessons learned from the rampage school shootings, the nature of bullying and other central seminal research is presented. Collectively, administrators, teachers, pupil personnel staff, paraprofessionals and other

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school staff are provided with both a context and concrete direction enabling them to gain the understanding necessary to collect appropriate data, create school climate improvement plans and implement them in their respective schools.

During this interactive seminar, participants will:

- understand the impact of school climate on the developing brain and student achievement;
- identify the essential elements of positive school climate as they align with Data Teams, CFA and Scientific Research-Based Interventions;
- explore practical structures and strategies that prevent and address bullying and school violence by creating physically, emotionally, and intellectually safe learning environments;
- learn about the significance and elements of school connectedness;
- examine the profiles of the “rampage” school shooters in the context of school climate; and
- learn concrete practical strategies and steps toward creating and implementing strategies to improve school climate.

13. Improving School Climate to Support Student Achievement: Creating Climates of Respect - Certification Training

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous on-site professional development and technical assistance for improving school climate as an essential part of a long-term sustainable plan. Participants of this certification training will increase their own understanding of the elements necessary to create positive climates for the entire school community.

14. School Climate for Leaders

This two-day seminar focuses on the essential elements that are necessary to establish a positive and respectful school climate. During the seminar, participants will:

- understand the impact of the quality of the school climate on the developing brain, academic engagement, and student achievement;
- examine the implications of school climate when building a system of holistic accountability;
- understand how school climate is related to Scientific Research-Based Intervention; and
- explore practical structures and strategies that prevent and address student disengagement, “bullying”, and school violence.

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15. Leading Change and Getting Everyone on Board

In this two-day seminar, participants will learn about strategies leaders can use to engage key stakeholders and lead desired change. The work during this seminar will focus around four key facets of change:

1. identifying the right work;
2. choosing and developing the right team;
3. selecting the right processes and tools for your specific change; and
4. getting everyone on board...even the resistors!

16. Making Standards Work (MSW) - Basic Training

The first day of this three-day seminar shows teachers, administrators, curriculum coordinators and anyone involved in implementing standards in the PK-12 classroom, how to identify and “unwrap” Priority Standards (and/or Grade Level Expectations) to determine what students must be able to know and do. Throughout the next two days, participants use “unwrapped” Priority Standards to design performance assessments and accompanying rubrics. Standards-based performance assessments are an effective means to improve student performance in the classroom and on high-stakes standardized tests. Participants will learn why performance tasks with rubrics are so powerful. Participants will examine the compelling research that links writing across the curriculum with higher standardized test scores. In addition to designing a standards-based performance assessment ready for use in the classroom, participants will also receive practical tools for effective standards implementation.

During this three-day interactive seminar, participants will:

- learn a proven process for identifying Priority Standards;
- “unwrap” the Priority Standards and determine “Big Ideas” contained within those standards;
- write these “Big Ideas” as “Essential Questions” to guide instruction and assessment;
- create the first draft of an “unwrapped” standards-based performance assessment that includes interdisciplinary standards, engaging scenarios, performance tasks, and task-specific rubrics or scoring guides;
- understand the critical content and skills in the wording of academic content standards; and
- learn strategies for aligning instruction and assessment to standards.

17. Paraprofessional Module: Understanding the Connecticut Accountability for Learning Initiative (CALI) - Basic Training

This one-day module will provide an overview of the components of CALI. Participants will gain a better understanding of the essential elements of each component and how they can support teachers as they implement these elements.

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In this interactive seminar, participants will:

- learn about CALI and why it is a priority of the Connecticut State Department of Education (CSDE);
- develop tools for documenting information that enables teachers to plan or modify lessons to accommodate the different learning needs of children;
- explore how paraprofessionals can assist teachers with maintaining environments that create a physically, emotionally and intellectually safe environment for all learners;
- learn the ten ETS and how paraprofessionals can reinforce these strategies during individual or small group instruction; and
- understand how and why teachers use data to make instructional decisions.

18. Paraprofessional Module: Understanding Connecticut Accountability for Learning Initiative (CALI) Certification Training

The purpose of this two-day certification training is to build the knowledge and skills of educators who provide professional development to paraprofessionals. Participants at this certification training will increase their understanding of how paraprofessionals can be an integral part of school improvement efforts and be certified to deliver basic training in their school and/or district. Participation in the Paraprofessional Module Basic is a prerequisite to attend this session.

19. School Improvement Planning and No Child Left Behind

In this half-day session, consultants from the CSDE will present information on the No Child Left Behind Act (NCLB) requirements for schools and how they impact the school improvement planning process (all schools that have been identified as “in need of improvement” are required to write a school improvement plan). The session will also include information on school improvement planning for any school that is looking to improve.

20. Scientific Research Based Interventions (SRBI) - Basic Training

This two-day seminar will assist educators in the systematic implementation and sustainability of SRBI - Connecticut’s Response to Intervention (RTI) Framework.

The key elements of SRBI are:

- ensuring that research-based core general curriculums that provide for differentiation of instruction are implemented in every classroom;
- utilizing a data-driven decision making process that examines students’ growth and performance relative to peers;
- using data to inform instruction for individual students, and to evaluate and improve core general education practices and the overall efficacy of interventions;
- implementing a continuum of support for students that is part of the general education system, with increasing intensity and/or individualization across multiple tiers;

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- using a systemic approach to core educational practices in which teachers within a grade use the same sets of common assessments for all students, identify early those students who are experiencing difficulties, and use data to monitor the progress of students across multiple tiers; and
- implement a comprehensive schoolwide or districtwide system of social emotional learning and behavioral supports.

During the seminar, school and district teams will examine their current practices to determine which SRBI components are currently being implemented in the school and/or district and which need to be developed. By the conclusion of the seminar, school and district teams will describe the components of the SRBI framework, examine their practices, establish priorities and set goals for the implementation of SRBI in their district or school.

21. SRBI – Certification Training

The purpose of this two-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous, on-site professional development as an essential part of a long-term, sustainable plan for the implementation of SRBI in a school and/or district. Participants will gain a deeper understanding of the components of the SRBI framework in addition to learning how to support and guide professional development in the components for improved student outcomes.