

*Action Learning Systems, Inc.*

# Professional Development Opportunities



## Standards-Based Curriculum and Assessment

### Curriculum Mapping and Pacing

Participants work with State Board of Education-adopted instructional material and the California content standards to create curriculum maps and pacing charts for each of the core content areas.

### Implementing SBE-Adopted Instructional Materials

Participants learn to analyze instructional materials and implement all components of the core adoption.

### Standards-Based Lesson Design

Participants develop instructional sequences for each content area, including assessment tools, based on the patterns of performance found in the California content standards—the skills of accessing, interpreting, producing, and disseminating. This pattern provides a focus and structure to all standards-based classrooms.

### Standards-Based Multi-Task Performances

Participants use the patterns found in the California content standards—the skills of accessing, interpreting, producing, and disseminating—to develop integrated units of instruction. Teachers will learn to use templates to design integrated units of instruction, describe assignments using measurable criteria, and use multi-task performances to help students master standards in meaningful ways.

### Standards-Based Grading and Reporting

Participants learn to develop in-class rubrics, including coaching and scoring rubrics, to write standards-based criteria and to use rubrics to assess student work. This workshop will include planning a process for developing reliable assessments and selection of student work samples. When focus standards have been selected and standards-aligned curriculum maps are developed by course and grade level, the next step is to develop performance rubrics and a systematic grading process.

### Test Item Writing

Participants learn to write test items aligned to the California content standards, the California Standards Tests, and the California High School Exit Exam.

### Standards-Based Portfolios

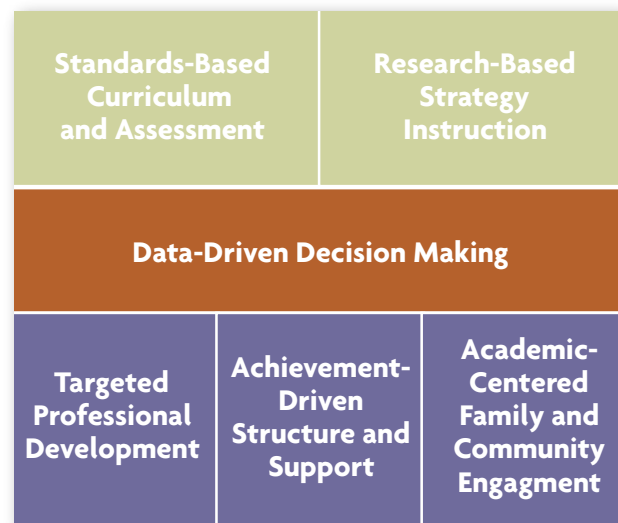
Participants learn about performance assignments and assessments, including determination of student work products that will represent mastery of standards. Plans are developed to build portfolios of student work and to select appropriate audiences for students to “show what they know.”

## Research-Based Strategy Instruction

### Direct Instruction

Participants learn to use Direct Instruction (Interactive Instruction) techniques. Direct Instruction refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient, and content is strongly congruent with skills and concepts most often associated with basic skills and foundational concepts. Direct Instruction as a set of teacher behaviors can be applied to all content areas and grade levels.

## Action Learning Systems’ Six Effective Practices of High-Performing Schools



### Reciprocal Teaching

Participants learn to use Reciprocal Teaching “talk groups” in order to explicitly teach students the skills employed by good readers. These skills include questioning, clarifying, summarizing, and predicting. This research-based process has proven to increase reading comprehension in all content areas, grades K–12.

### Expository Text Handling

Participants learn to scaffold instruction, teaching cognitive structures to students, then reinforcing and reteaching as needed, enabling all students to access information from a variety of text types.

### Specially Designed Academic Instruction in English (SDAIE)

Participants learn to explicitly scaffold instruction by developing standards-based lessons that include components for accessing, interpreting, producing, and disseminating. Lesson design scaffolds include connecting, building background, developing schema, recreating text, and structuring interaction. Lesson delivery includes modeling, demonstration, checking for understanding, and pacing and chunking.

### Balanced Approach to Mathematics

Participants are provided with a set of strategies to enhance all areas of mathematics—computation, conceptualization, and problem solving.

### Cooperative Group Work

Participants are provided with a structured format for effective student collaboration, including the use of roles and norms and a process for providing feedback. Assessment and accountability are also addressed.

### Process Writing

Participants learn to develop standards-based prompts, specific to grade-level writing types, and create the instructional sequences needed in order for students to complete high quality work. Models of good writing, rubrics,

and grammar and conventions mini-lessons are included. To be most effective, the skills and processes of writing must be aligned schoolwide.

### Complex Instruction

Participants learn to develop a system for standards-based group projects that strengthen each student’s ability to work cooperatively. Teachers are provided with strategies for implementing roles and norms in the classroom and learn to provide students with constructive feedback that promotes student-to-student interaction. Participants are introduced to current research about the development of status in the classroom and the role this plays in students’ academic achievement.

### Test Preparation Strategies

Participants learn to develop a yearlong program for preparing students for high-stakes assessments. Teachers explore the statewide assessment landscape so they understand the state and federal guidelines. Teachers look specifically at the content, context, and level of cognition that students must master and learn specific, easy to implement strategies for helping students demonstrate what they know.

## Data-Driven Decision Making

### Benchmark Analysis

Participants learn to analyze Benchmark Exam results to determine the instructional needs of students.

### Data Training

Participants are trained in the access, interpretation, and reporting of summative and formative data to all stakeholders. DataDirector™ data mining and analysis software developed by Action Learning Systems may be recommended.

### Action Walks

Participants learn the process of walking through classrooms to examine student work and student perceptions of their learning. This process helps focus and align schoolwide standards-based instructional strategies.

## Targeted Professional Development

### Introduction to Strategy-Focused Coaching

Participants learn about the attributes of an effective coaching program, including roles and responsibilities of personnel, formal training, demonstration lessons, co-planning, co-teaching, observations and feedback, collegial support, and data collection and analysis.

### Coaches’ Cadre

Participants develop a long-term plan to fully implement a comprehensive coaching program at their school.

### Building Accountable Leadership

Participants learn to communicate at a personal and professional level and build a high-performance team. Site principals learn to organize the school around student achievement of standards. In-class observations, Action Walks, and building horizontal and vertical teams are the focuses of this direct, intensive coaching process.

## Achievement-Driven Structure and Support

### Horizontal Teaming by Grade Level or Content Area

Participants learn to organize and create a structure that optimizes learning opportunities for all students and staff. This means that students in every classroom have the same opportunities for success. For this to happen, grade-level and content-area teams must begin to align curriculum, instruction, and assessment.

### Vertical Teaming, Grades K–12

Participants learn to organize and create a structure that optimizes learning opportunities for all students and staff. Small learning communities and/or academies provide opportunities to engage multiple teaming patterns. Vertical, grade-level, and cross-disciplinary teams work collectively to plan and implement standards-based instruction and connections across content areas. Schools structured in vertical teams will share their successes.

### Flexible Grouping

Participants examine research and strategies on flexible grouping, plan for scheduling and grouping students around in-program assessments or other methods, and design a step-by-step process for implementation of the plan.

### The Literacy Loop™ Cross-Age Tutoring Program

Participants collaborate with cross-grade and feeder school administrators and teaching staff while ALS assists in the establishment of in-class and after-school interventions using a structured program for cross-age tutoring in reading and writing. This well-established program includes fully developed training materials for tutors, tutees, and teachers.

### The Learning Tree™ Intervention Program (English-Language Arts or Mathematics)

Participants are provided with a structured format for effective student collaboration, including the use of roles and norms and a process for providing feedback. Assessment and accountability are also addressed.

### Proactive Classroom Management

Participants learn to develop an effective management system for their classrooms. Teachers explore proactive and preventative strategies for both instructional and behavioral management. Participants are also introduced to current research about the development of the adolescent brain as they analyze the role of “status” in establishing and maintaining a positive learning environment.

## Academic-Centered Family and Community Engagement

### Parent Standards Workshops: Family Literacy and Math Nights

Participants learn how to provide information to parents about the California content standards, academic expectations in literacy and math, in-classroom strategies, and at-home academic support.

### Student-Led Conferences, Grades K–12

Participants learn the five components of a successful student-led conference and understand the impact they can have on the school-home connection. Student-led conferences are experiences that can positively change the communication patterns of students, parents, and teachers. Students examine how their strengths, weaknesses, and behavior affect them as learners.

## *About Action Learning Systems*

Action Learning Systems helps schools and districts focus on—and meet—their ultimate goal of increasing student achievement. We help school communities find strategic solutions by offering standards-based instruction and materials, research-based strategies, training and coaching, and intervention programs. We provide coherence across curriculum, instruction, and assessment so that every element of a school works collectively to improve student achievement.



# *Significant Student Achievement Gains*

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information on our professional  
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