

Learning Together professional development is geared toward raising student achievement in reading and math; our tutors and tutees demonstrate, on average, at least one year's growth. Our training model for site-based program coordinators incorporates the context, process and content standards outlined by the National Staff Development Council.

Benchmark	Research	Citing
<p>Professional development is linked to closing the achievement gap.</p> <p>Our training gives teachers high-quality instruction in content, methodology and current scientifically-based research. More than 87.5 percent of tutees <i>and</i> tutors progress at least one grade level.</p>	<p>Professional development in literacy is most effective if it focuses the results of professional development on increased student achievement.</p> <p>A growing body of research shows that improving teacher knowledge and teaching skills is essential to raising student performance. ...what teachers know and can do directly affects the quality of student learning. Other reforms—from smaller classes to charters to testing—are effective only to the degree that they affect what goes on behind classroom doors.</p> <p>Research summarized by the Education Trust (1998) and the National Commission for Teaching & America's Future (1997) and studies by William Sanders (1997) and others have identified a direct relationship between teacher expertise and student learning.</p> <p>Students whose teachers receive professional development score better on assessments than students whose teachers did not. Students whose teachers receive professional development in working with different student populations are 107% of a grade level ahead of their peers in math. Students whose teachers receive professional development in higher-order thinking skills are 40% of a grade level ahead of students whose teachers did not.</p> <p>Teacher quality is the most critical aspect of school and student success and has a direct impact on student learning.</p>	<p>Killion 2003</p> <p>Sparks and Hirsch 2003</p> <p>Hirsh 2003</p> <p>Wenglinski 2000</p> <p>Ferguson 1991</p>

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<p>Linking professional development <i>(continued)</i></p>	<p>Teachers whose mathematics professional development was more aligned with the curriculum and assessment program saw greater gains in math achievement.</p> <p>The difference between a good teacher and a bad one can be a full level of achievement in a single year.</p> <p>Teacher method and the culture of teaching are at least as strong an influence on what students learn as the content and curriculum.</p> <p>A Recruiting New Teachers survey found that almost twice as many people (55 percent) thought that teacher quality had the greatest influence on student learning compared with 30 percent citing establishing system of standards and 14 percent requiring achievement tests.</p>	<p>Cohen & Hill 1997; Lampert & Ball 1999; Sykes 1999</p> <p>Haycock, 1999</p> <p>Stigler and James 1999</p> <p>Recruiting New Teachers, 1998</p>
<p>Quality professional development is based on research.</p> <p>The structure and delivery model of Learning Together training is founded on to ensure that our training is of high quality and aligns with the content and standards necessary to ensure improvement in student achievement.</p> <p>Reading and math program strategies are based on key research in their fields.</p>	<p>The National Staff Development Council lists standards for staff development that improves the learning of all students: CONTEXT STANDARDS (<i>learning communities</i>: organizes adults into learning communities with goals aligned with those of the school and district; <i>resources</i>: requires skillful school and district leaders who guide continuous instructional improvement; <i>leadership</i>: requires resources to support adult learning and collaboration); PROCESS STANDARDS (<i>data-driven</i>: using disaggregated student data to determine adult learning priorities, <i>evaluation</i>: monitor progress and sustain continuous improvement; uses multiple sources of information to guide improvement and demonstrate its impact; <i>research</i>: prepares educators to apply research to decision making; <i>design</i>: uses learning strategies appropriate to the intended goal; <i>learning</i>: applies knowledge about human learning and change; <i>collaboration</i>: provides educators with knowledge and skills to collaborate): and CONTENT STANDARDS (<i>equity</i>: prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement; <i>quality teaching</i>: deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards and prepare them to use various types of classroom assessment appropriately, <i>family involvement</i>: provides educators with knowledge and skills to involve families and other stakeholders appropriately).</p>	<p>National Staff Development Council (NSDC), 2001 (Revised)</p>

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<p>Providing quality professional development (continued...)</p>	<p>Studies confirm that the amount of time teachers participate in professional development was not significantly relevant to student achievement—the content of the experience was.</p> <p>Simply more time spent in staff development will not improve student achievement--highly focused professional development that targets content knowledge and content-specific instructional practices will.</p> <p>Professional development closely aligned with school and district standards and assessment produces greater returns on investment.</p> <p>New productive professional development strategies have emerged, and although different in some respects, all of these approaches share certain features: connected to teachers’ work with their students; linked to concrete tasks of teaching; organized around problem solving; informed by research; sustained over time by ongoing conversations and coaching.</p> <p>NFIE defines high-quality professional development as that which: has the goal of improving student learning at the heart of every school endeavor; fosters a deepening of subject matter knowledge, a greater understanding of learning, and a greater appreciation of students’ needs; helps teachers and other staff meet the needs of students who learn in different ways and who come from diverse cultural, linguistic, and socioeconomic backgrounds; provides adequate time for inquiry, reflection, and mentoring, and is an important part of the normal working day; is rigorous, sustained, and adequate to the long-term change of practice; is directed toward teachers’ intellectual development and leadership; is teacher designed and directed, incorporates the best principles of adult learning, and involves shared decisions designed to improve the school; balances individual priorities with school and district needs; makes best use of new technologies; and is site-based and supportive of a clearly articulated vision for students.</p>	<p>Garet, Porter, Desimone, Birman, and Yoon 2001; Wenglinski 2000</p> <p>Shulman 1987; Wenglinski 2000</p> <p>Sykes 1999</p> <p>Fox and Singletary, 1986; Darling-Hammond, Gendler and Wise 1990</p> <p>National Foundation for the Improvement of Education (NFIE) 1996</p>

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<p>Instruction should be relevant to student learning.</p> <p>Our programs are aligned with core reading and math curricula, and state standards. Teachers learn to integrate skills and strategies into the classroom.</p>	<p>Generic teaching strategies, while helpful to know, are not a useful staff development focus for educators because these strategies are often not aligned with the curriculum teacher are responsible for teaching, nor do teachers have time to plan how to integrate them into their instructional repertoire.</p> <p>Professional development that is coherent, sustained over time, focuses on students learning, engaging students, incorporating high-order thinking and building a learning community produces greater results for both the teachers and their students.</p> <p>Researchers say effective staff development is: results-driven and job-embedded; focused on helping teachers become deeply immersed in subject matter and teaching methods; curriculum-centered and standards-based; sustaining, rigorous and cumulative; and directly linked to what teachers do in their classrooms.</p>	<p>Killion 2002</p> <p>Garet, et al. 2001</p> <p>Sparks and Hirsch 2003</p>
<p>Connecting content and research-based instructional strategies aligned with standards</p> <p>Learning Together professional development combines instruction in underlying literacy theory with content and research-based strategies to teach content.</p>	<p>NCES student reports that teachers who attended professional development focused on standards were much more likely to teach using reform activities that raise achievement. Nearly two-thirds (54 percent) of those with professional development reported that they used three or more activities compared to only a third (35 percent) of those without.</p> <p>Professional literacy development is most effective when it engages teachers in studying the theory and concepts underlying learning literacy so they develop deep understanding of reading and writing processes. By helping teachers understand the theories behind various instructional strategies, professional development providers empower teachers to choose and use the strategies most appropriate for their students. When teachers lack this deep understanding, they focus on implementing the strategy rather than on student learning</p> <p>Effective professional development makes the connection between subject matter and pedagogy. It expands teachers' repertoire of research-based instructional methods to teach content and helps students master new skills...it encourages attitudes that support high levels of learning including the belief that virtually all student can learn at high levels and meet national standards.</p>	<p>U.S. Department of Education, National Center for Education Statistics (NCES) 1998</p> <p>Killion 2003</p> <p>Sparks and Hirsch 2003</p>

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<p>Instruction must be effective.</p> <p>Trainers begin by modeling skills. Teachers are actively engaged in learning as they practice and role-play actual tutorials. They build a learning community to provide continued support.</p>	<p>Effective professional development experiences: are driven by a well defined image of effective classroom learning and teaching; provide opportunities for teachers to build their knowledge and skills; use or model with teachers the strategies teachers will use with their students; build a learning community; support teachers to serve in leadership roles; provide links to other parts of the education; system and are continuously assessment themselves to make improvements to ensure positive impact on teacher effective students learning, leadership and school community.</p> <p>There are five components to successful professional development: presentation or description of the theory or skill; modeling the strategy or skill; practice in a protected or simulated setting; providing structured and open ended feedback about performance of the practice; and coaching as new skill is being applied.</p>	<p>Loucks-Horsley, Hewson, Love and Stile 1998</p> <p>Joyce and Showers 1980</p>
<p>Professional development should incorporate best practices from adult learning.</p> <p>We teach to various learning styles (auditory, kinesthetic, visual), using a 60/40 percent interactive/ lecture format. Teachers set realistic goals, reflect in journals and evaluate training. Videos, group activities, and discussion keep participants engaged.</p>	<p>Adults, like children, have different styles of learning. Professional development that attends to these learning modalities will be most effective. Active participation is key, but must be balanced with the limits of time and need to efficiently convey information.</p> <p>Adults are motivated by practical application and learning that is relevant to their own situations.....they appreciate development that is well-planned, sets reasonable expectations and goals, and is efficiently delivered.</p> <p>Four major adult learning principles: adults are self-directing; prior life experiences play a key role in their learning activities; adults display distinctive learning styles; adults pass through different developmental stages and this impacts the type and methods of learning in which they will engage. Therefore effective professional development should: have a component of self-direction; incorporate experiential activities; hold the interest of adults by being problem centered; take into consideration differences in career stages, interest, occupational tasks of participants.</p>	<p>Peixotto and Fager 1998</p> <p>Peixotto and Palmer 1994</p> <p>Peredo, Marth Weise: (Center for the Study of Landuage and Education) http://www.ncela.gwu.edu/ncbepubs/reports/directions/findings.htm</p>

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<p>Professional development should build capacity.</p> <p>Our professional development links knowledge, skill and materials together to provide teachers with the tools needed to build capacity and thus improve the quality of instruction and student learning.</p>	<p>The definition of capacity is rooted in instruction and defined as: knowledge, skill and materials resources that are brought to bear on the interaction among students, teacher and content. Three elements that cannot be treated in isolation from each other. For example, you can't enhance teachers' knowledge and skills without also addressing what they know about reading individual students or the curriculum and what students are expected to master; can't insist on the mastery of more rigorous content without also determining whether teachers have the knowledge and skills to teach it; you can't improve achievement without understand what student bring to learning and what teachers understand about student learning, etc.</p> <p>The Cohen, Raudenbush and Ball model suggests that investments in capacity that do not directly affect this interaction are unlikely to improve either the quality of instruction or student learning. It also suggests three entry point or portal for developing capacity, teachers, student and content. Professional development builds capacity to the extent that it enters each of these entry points and acknowledges the relationship among them.</p>	<p>Cohen, Raudenbush and Ball 2000; Elmore 2002</p> <p>Elmore 2002</p>
<p>Professional development should provide benefits to teachers and their students.</p> <p>Our training benefits both teachers and their students. Teachers help students improve academic mastery while teachers increase knowledge of content and strategies they can implement in their classrooms.</p>	<p>Less time is spent on repetitive work, allowing teachers to carry out more technical and professional tasks.</p> <p>Tutoring allows for increased personal monitoring of individual student progress over the monitoring teachers must provide during whole class instruction.</p> <p>Teachers gain personal gratification in seeing the rewards reaped by both tutor and tutee.</p> <p>Teachers improve their skills as they perform monitoring, counseling, evaluation, and record keeping functions in conjunction with the program.</p> <p>Teachers report that professional development has improved their teaching: more than four out of five participating in professional development stated it : provided them with new information (85 percent); caused them to change their teaching practices (65 percent); and changed their view on teaching (42 percent)</p>	<p>Topping 1988</p> <p>Topping 1988</p> <p>Cotton 1989</p> <p>Cotton 1989</p> <p>Recruiting New Teachers 1998</p>

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