

Improvement Opportunity
Research-based Teaching Strategies for Improved Effectiveness

Outcome: Accelerate Consistent Application of Best Teaching Practice
(Basic: 1 group, 15 on-site days w/ available off-site support)

CONTENT

PROCESS

Overview and Pre-planning with Leadership

1 day with leadership team to outline content/process for a multi-year training process to build internal capacity within the organization; clarify focus area; create a shared understanding of goals, expectations, and current situation; identify internal facilitator; identify campus cadre teams (Group 1, <26); discuss equipment needs

Internal Cadre Training

3, two-day training sessions (total: 6 days) to provide direct training and support for Group 1 cadre teams. Training process includes knowledge of research-based strategies; discrepancy between theory and practice; practice with strategies; video-taped exemplary practice; study of video-tapes with catalogued learning.

Content:

Research Review

Gap Analysis between Theory and Current Practice

Classroom Practice with Effective Strategies

Classroom Video-taping of Exemplary Practice

Study of Videotapes, Catalogued Learning

Paired Practices with Reflection, Feedback, and Catalogued Learning

Development of Cadre Team
Implementation Plan to Manage Change
(campus level communication, replication, obstruction analysis, evaluation)

Note: Each cadre team completes 3, two-day training sessions with support during Year One. QLR consultants are primary trainers for the first two-three cadre groups. Thereafter, the ratio of QLR to internal cadre leaders is reduced with each training session. Internal cadre leaders assume the total training role during Year Two.

Facilitator and Cadre Team Implementation Support and Evaluation

8 days during the first year to provide implementation support for facilitator and cadre teams through plan monitoring, video-tape review, classroom practice observation, and improvement dialogue facilitation

