

Description of Basic Training and Certification Training

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

This two-day seminar is for classroom educators and school leaders. Data-Driven Decision Making/Data Teams 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
6. Determining Results Indicators

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

During the seminar, participants must examine their own real data on real students 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 common informative assessments and student work to identify strengths and weakness in student learning. Teachers then select instructional strategies that will best address the students and the targeted learning objectives. Student progress is monitored and the process continues at the next meeting.

• Data-Driven Decision Making/Data Teams - Certification Training

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide 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.

II. 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 K-12 classroom how to identify and “Unwrap” Power Standards. Throughout the next two days, participants use “Unwrapped” Power Standards to design performance assessments and scoring guides. 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 accompanying rubrics for assessing student

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proficiency are so powerful. Participants will see 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 receive practical tools for effective standards implementation.

During this three-day interactive seminar, participants will:

- learn a proven process for identifying Power Standards;
- “Unwrap” the Power 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 the following components: 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.

• *Making Standards Work - Certification Training*

The purpose of this four-day certification training is to build the knowledge and skills of educators who will provide continuous, on-site professional development as an essential part of a long-term, sustainable plan. Participants will learn why performance tasks with accompanying rubrics for assessing student proficiency are so powerful and will also be presented with the compelling research that links writing across the curriculum with higher standardized test scores. Finally, participants will learn how to present the content of Making Standards Work and will be able to sustain professional development by providing on-site expertise during implementation at the school and district levels.

III. Effective Teaching Strategies - Basic Training

This two-day seminar is designed for 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 *Classroom Instruction That Works*, 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 hands-on and teachers appreciate the opportunity to collaborate about what other teachers are doing to achieve success in their classrooms.

During this interactive seminar, participants will:

- Learn about the ten categories of effective teaching strategies;
- understand how to use aspects of these strategies when planning lessons;
- learn about the application of the strategies specific to 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.

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• *Effective Teaching Strategies - Certification Training*

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide continuous, on-site professional development as an essential part of a long-term, sustainable plan. Participants will gain a deeper understanding of effective teaching strategies, 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.

IV. Common Formative Assessments - Basic Training

The purpose of this two-day basic training is to build the knowledge and skills of educators on how to develop common formative assessments to inform instruction. Common formative assessments are periodic or interim assessments that are administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year. Participating teachers analyze student assessment results in Data Teams to plan and differentiate instruction. Such results provide predictive value as to how students are likely to do on each succeeding assessment in time for teachers to make instructional modifications.

During this interactive seminar, participants will:

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

• *Common Formative Assessments - Certification Training*

The purpose of this four-day certification training is to build the knowledge and skills of educators who will provide 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.