

Teacher Development User Guide

Each *Success at the Core* Teacher Development strategy includes a set of resources that you, on your own or with colleagues, can combine to create customized professional development experiences. Below, we offer several scenarios to illustrate how you can combine various strategy materials:

1. **On your own**
2. **One-on-one**
3. **In a small group**
4. **With a large group**

On Your Own

By using Teacher Development materials, you can:

- Increase your understanding of specific teaching strategies
- Strengthen your classroom instruction
- Build professional development opportunities for colleagues

Scenario 1:

You want your science students to build models to better understand hard-to-see concepts. You have researched using models but want to see how other teachers have used this strategy.

During your planning period, you explore the *Using Models strategy* materials by:

1. Watching the *Featured Video* “Building a 3-D Model.” First, you read the three viewing questions. After viewing, you reflect on these questions.
2. Reviewing three *Video Artifacts* associated with the video:
 - “Teacher Commentary,” for insight on why the filmed teacher uses models in his lesson.
 - “Student Notes,” to understand the steps that students took to prepare for the model building activity seen in the video.
 - “Instructional Plan,” to see how the model building activity fits into the entire lesson.
3. Viewing the two *More Success at the Core Videos* in the *Using Models strategy* to see other examples of students using models to develop conceptual understanding.

Scenario 2:

As a National Board Certified Teacher, you have seen first-hand how inquiry-based teaching engages students. You’ve shared your enthusiasm with colleagues, but now you hope to find resources to help them see the benefits of this strategy.

After school one day, you take a look at the *Promoting Inquiry strategy* materials by:

1. Browsing through the *Resources* to look for a reading that succinctly summarizes the value of inquiry-based teaching.
2. Viewing the *Featured Video*, “Inquiry-Based Discussion,” to find examples of how students respond to an inquiry-based lesson.
3. Examining “Student Work” samples from the *Video Artifacts* to see what students produced in the filmed lesson.
4. Watching the first five minutes of “Seminar Discussion,” one of the *Videos from the Field*, to decide if it might be another useful resource to share with colleagues.

One-on-One

Whether you are a new or experienced teacher, you can pair up with a colleague, mentor, or coach and use the Teacher Development materials to:

- Learn new instructional methods
- See how real teachers use “best practice” strategies in their classrooms
- Align classroom instruction with instructional improvement initiatives in your school and/or district

Scenario 1:

You are an instructional coach at a school that is focusing on authentic, student-centered assessment this year. You work one-on-one to engage teachers in studying “authentic, student centered assessment” and to support them in using it in their classrooms.

At a meeting with one of your teachers, the two of you explore the *Checking for Understanding strategy* materials by:

1. Watching the *Featured Video* “Show Your Cards.” You each share your thoughts on the viewing questions, reflecting on how the video illustrates authentic, student-centered assessment.
2. Reading “Authentic and Student-Centered Assessment in Middle School,” a two-page reading found in the *Elements of Quality Instruction* section of the *Success at the Core* website. You then discuss the questions at the bottom of the reading.
3. Agreeing to spend time over the next week individually exploring other *Assessment strategies* in the Teacher Development materials. At your next meeting, you will each share new understandings and new questions.

Scenario 2:

You are a first-year math teacher. You want your students to show their mathematical understanding using multiple representations but have no idea where to start. Your mentor suggests that the two of you focus on this during your weekly meeting.

At the meeting, you and your mentor use the following *Using Multiple Approaches strategy* materials as a launchpad for your work by:

1. Watching the *Featured Video* “One Problem, Many Approaches.” Your mentor suggests that you write down what the teacher is doing. After viewing, you share the teacher moves you observed. Your mentor points out additional moves that she observed.
2. Discussing what you saw students doing in the filmed lesson and reviewing the “Instructional Plan” and two “Student Work” samples from the *Video Artifacts*, to gain a fuller picture of how the strategy works.
3. Viewing “Fraction Manipulatives,” one of the *More Success at the Core Videos*, to see another example of the strategy in action. After viewing, you and your mentor discuss how you will use the new information using multiple representations in your math class.

In a Small Group

You and a small group of your peers—working together in grade-level teams, content-area teams, or professional learning groups—can use the Teacher Development materials to:

- See teachers implementing instructional strategies
- Explore teaching strategies for content-area or grade-level adoption
- Learn more about teaching approaches championed by school/district leaders

Scenario 1:

Your English language arts team is interested in the workshop model as a strategy for differentiating instruction. The team understands that implementing this strategy may be a challenge, since no teachers at your school currently use the workshop model.

As a team, you look over the *Differentiating Instruction strategy* materials by:

1. Each exploring the *Resources* before the team meeting. As each individual does so, s/he jots down new insights on the workshop model and new questions. At the team meeting, reflections are shared.
2. Examining and discussing the “Advertising Campaign Assignment,” one of the *Video Artifacts* connected to the *Featured Video*.
3. Together, viewing the *Featured Video* “The Workshop Model” and discussing the viewing questions.
4. Studying the “Instructional Plan,” a *Video Artifact*, to learn how the filmed teacher structured his class during the workshop.

Scenario 2:

Your grade-level team wants to develop one rubric that students can use to assess their homework in multiple classes.

Your team uses the *Using Rubrics strategy* materials to guide its efforts by:

1. Watching the *Featured Video* “Quality Evidence Rubrics.” Afterwards, you discuss the viewing questions and decide how to use the video’s information to develop rubrics that students can use in all subjects.
2. Reading the “Teacher Commentary,” one of the *Video Artifacts*, and discussing the filmed teacher’s reflections on using rubrics for self-assessment.
3. Looking at another *Video Artifact*, the “Quality Evidence Rubric,” and discussing how it would need to be adapted for use in multiple disciplines.

Scenario 3:

You are the facilitator of your school’s instructional leadership team. Your team has just completed one of *Success at the Core*’s Leadership Development modules, “Leadership Teams and Quality Instruction.” As your team discussed next steps at the end of the module, all agreed that the team needs a stronger shared understanding of what quality instruction is and what it looks like in the classroom.

Your team decides to see what the *Teacher Development strategies* have to say about quality instruction by:

1. Each reviewing two *Teacher Development strategies* before the next team meeting and writing down new insights on quality instruction on blank copies of “LT&QI Handout 2” (from the “Leadership Teams and Quality Instruction” module).
2. Together, viewing the “Quality Instruction” video on the Teacher Development landing page. After watching the video, you discuss what the video and the reviewed *Teacher Development strategies* add to the team’s shared understanding of quality instruction.

With a Large Group

Your whole faculty can use the Teacher Development materials to:

- See instruction strategies used by teachers outside of your school
- Build a schoolwide understanding of effective instruction
- Assess the degree to which your school embraces best-practice instructional strategies

Scenario 1:

You are the principal of a middle school. You and your instructional leadership team have decided to make cooperative learning a core focus for the year. Several people on your faculty question this focus, suggesting that cooperative learning is already common practice throughout the building. You decide to spend a faculty meeting exploring the extent to which cooperative learning is in play at your school.

You engage your whole staff in examining *Cooperative Learning strategy* materials by:

1. Each reviewing one or two *Resources* before your faculty meeting. Each faculty member comes to the meeting prepared to share and discuss two key attributes of cooperative learning.
2. Together, watching the *Featured Video* “The Big Brain: A Cooperative Learning Protocol.” Afterwards, you discuss attributes of cooperative learning, drawing on the *Resources* each faculty member reviewed and the video.
3. In small groups, exploring the *Video Artifacts* connected to the *Featured Video*, using either laptop computers or printed copies of the artifacts. Each group talks about the additional attributes of cooperative learning that are highlighted in the artifacts. Groups then share new attributes with the entire faculty.

Scenario 2:

You are one of three instructional coaches in your building. As a group, the coaches want your school to adopt a walkthrough protocol that will allow teachers to see how their peers use effective instructional practices in their classrooms. Your principal asks you to discuss walkthroughs with the entire faculty, specifically focusing on their value and how to make them effective.

As a staff, you explore the *Writing for Difference Purposes strategy* materials by:

1. Together, watching the *Featured Video* “Understanding Author’s Purpose.” This video presents a simulation of what might be seen in a walkthrough. Afterwards, you engage staff in discussing what they learned from the video.
2. In small groups, reviewing the *Video Artifacts* connected to the *Featured Video*, using either laptop computers or printed copies of the artifacts. As groups review the artifacts, they discuss what they learn from each one and how the artifacts collectively help create a more thorough picture of what was happening in the filmed classroom.
3. Together, looking briefly at the *Resources* offered for the strategy, using a computer and LCD monitor or a printed list of the resources, and discussing what these resources might add to the group’s understanding of the filmed lesson.
4. Leading staff in reflecting on how the materials you reviewed from one Teacher Development strategy (*Featured Video*, *Video Artifacts*, and *Resources*) might inform a walkthrough protocol at your school.