



Year One Professional Learning Sequence Learning Outcomes for Beginning CHILD Teachers

Professional learning for beginning Project CHILD teachers is a one-year process that involves six stages of interactive learning and practice. The Institute for School Innovation (ISI) trains and contracts with certified CHILD consultants to provide on-site workshops and classroom coaching. Certified consultants must have had successful experiences as certified Project CHILD teachers.

ISI also provides on-line learning opportunities, regional meetings, and an annual national conference for ongoing professional learning. ISI professional staff members are also closely involved with face-to-face professional learning activities.

Stage One: Implementation Workshop

The initial implementation training for CHILD teachers consists of a three-day workshop scheduled prior to the school year. The workshop experience includes CHILD best practices video modules, group discussion, small group work, and individual practice. At the end of the process, teachers must pass a take-home certification examination to review the content, concepts, and situational applications presented during the implementation workshop.

Learning outcomes from the initial three day implementation workshop include:

- Knowledge of the philosophical, theoretical, and research-based foundation of Project CHILD.
- Knowledge of the 20 Essential Components of Project CHILD.
- Understand the importance of on-task student engagement and its relationship to learning.
- Understand the purpose and use of the CHILD materials: Planning Guides, Activities Guides, Passports, Task Cards, and Daily Station Assignment Boards.
- Understand basic stages and characteristics of the learning processes that pertain to their subject specialty (Reading, Writing, Mathematics).
- Explain the purpose of the CHILD learning stations.
- Explain the necessity of the ten-day student orientation and for establishing consistent procedures for the students.
- Demonstrate understanding of the appropriate course of action to given hypothetical classrooms situations.
- Develop a classroom management and organization plan.
- Understand various learning styles and how to provide differentiated learning opportunities to address these styles, including the use of integrated technology.
- Establish instructional goals for the first six weeks.

- Prepare daily Lesson Plans for the first six weeks.
- Demonstrate proficiency at preparing differentiated Task Cards and setting up the Daily Station Assignment Board.
- Establish rapport with fellow cluster teachers, and participate in initial cluster meetings to establish consistent cluster procedures.
- Understand the roles and responsibilities of all stakeholders: cluster teachers, students, parents, and administrators.
- Demonstrate understanding of Project CHILD on a written test.

Stage Two: First On-Site Coaching Visit

The assigned consultant will mentor the new teachers through e-mail and telephone as they begin to implement Project CHILD in their classrooms. About six weeks after the teachers have begun implementation, the consultant will make a classroom visit during the first quarter of implementation. During this visit the consultant will complete the Project CHILD Effective Practices Form (see attached) to determine the level of implementation. The consultant will praise and encourage successes. If needed, the consultant and teacher will develop a plan to address any areas of weakness. During the visit the consultant will be looking for evidence of implementation in the following areas:

- High level of student engagement at the stations the teacher has prepared.
- Differentiating station activities to accommodate various instructional levels of students.
- Variety of station activities to provide for different learning styles and multiple intelligences.
- Procedures in place to assure effective classroom management.
- Students demonstrating an understanding of class routines and CHILD materials.
- Teachers interacting with students in small group and one-on-one.
- Coordination between the cluster teachers and the subject areas.
- Routine planning between teachers within the clusters as documented by the Cluster Agenda Form.
- In a setting where multiple clusters exist, evidence of horizontal planning within the subject areas and vertical planning across the grade levels (primary and intermediate).

Stage Three: Second On-Site Coaching Visit

A second site visit takes place during the second quarter of implementation. The second site visit will continue to address the field experience and the level of implementation of the individual teachers as outlined in the CHILD Effective Practices Form. At this stage, teachers should be meeting expectations for the Developing Phase, including participating in cluster classroom observations. As needed, additional specific coaching may be suggested for teachers having difficulty. This will be coordinated by ISI, the school administration, and the identified teacher on an individual basis.

Stage Four: Follow-Up Workshop

A one-day follow-up workshop takes place at the mid-year point. Teachers will self-assess their level of implementation of the CHILD 20 Essential Components as well as learn more advanced applications of the CHILD model. They also have opportunities to share successes and resolve common areas of concern.

Learning outcomes from the follow-up workshop include:

- Complete a self assessment to evaluate their level of implementation.
- Identify areas of concern and specific problems.
- Develop solutions for problems and areas of concern.
- Understand advanced CHILD application: assessment, thematic links and technology applications.
- Demonstrate awareness of the Project CHILD Composite Assessment System.

Stage Five: Third On-Site Coaching Visit

A final on-site coaching visit takes place during the third quarter of implementation. The third site visit will determine whether the teacher has reached the Accomplished Phase as outlined in the CHILD Effective Practices Form. As needed, additional specific training may be recommended for teachers having difficulty. This will be coordinated by ISI, the school administration, and the identified teacher on an individual basis. In rare cases, a teacher may be counseled out of Project CHILD if implementation does not meet minimum standards.

Stage Six: CHILD Certification Certificate

Teachers who successfully complete all five stages of professional learning receive a CHILD Certificate of Certification.

Ongoing Professional Learning Opportunities

Throughout the year, ISI also offers numerous professional learning opportunities and teacher publications. These include:

- Website Password for access to station activities and product updates.
- Ning professional learning community Internet site for networking and collaboration.
- *Teacher Tips* on-line monthly publication for sharing, new ideas, and technology connections.
- *The Leading Edge* teacher print newsletter.
- *Workshops in a Box* sent to a school site upon request.
- CHILD National Conference held in April with school classroom visits, speakers, breakout sessions, make-and-take workshops.
- Regional Support Days with topical workshops and networking opportunities between schools.



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CHILD® Effective Practices Form

Name _____ School _____ Date _____ Subject _____ Primary _____ Intermediate _____ 1st Site Visit _____ 2nd Site Visit _____ 3rd Site Visit _____
(per contract)

CHILD Component	Foundational Phase (Usually 3-6 weeks)	Developing Phase (Usually 7-12 weeks)	Accomplished Phase (Usually by early second semester)	Comments, Noteworthy Practices, and/or Next Steps
Classroom Procedures	<input type="checkbox"/> CHILD procedures were introduced during the 10 day orientation. <input type="checkbox"/> Students are learning to use cluster rules and procedures. <input type="checkbox"/> Smooth and organized transitions are implemented.	<input type="checkbox"/> Most CHILD procedures are in place. <input type="checkbox"/> Most students are following cluster rules and procedures. <input type="checkbox"/> Transition time is seamless and under three minutes.	<input type="checkbox"/> All CHILD procedures are used effectively. <input type="checkbox"/> All students are following cluster rules and procedures. <input type="checkbox"/> Transition time is seamless and timely.	
Station Rotations	<input type="checkbox"/> At least three stations (hands-on, paper/pencil, and technology) are available at least three days per week. <input type="checkbox"/> Teacher uses the <i>Daily Station Assignment Board</i> to assign students to their beginning station. <input type="checkbox"/> Students have ready access to station materials. <input type="checkbox"/> Stations are clearly designated with <i>Task Card</i> holders or station signs.	<input type="checkbox"/> At least four stations (hands-on, paper/pencil, and technology) are available at least four days per week. <input type="checkbox"/> Teacher introduces student self-selection procedures for the <i>Daily Station Assignment Board</i> and monitors closely. <input type="checkbox"/> Student leaders help manage on-task behavior at stations.	<input type="checkbox"/> All six stations (hands-on, paper/pencil, and technology) are up and running, and available at least four days a week. <input type="checkbox"/> Students begin to move their own name tag on the <i>Daily Station Assignment Board</i> to indicate where they need to begin the next day. <input type="checkbox"/> Management system is fully functioning to assure on-task student behavior.	
Teacher Station	<input type="checkbox"/> Teacher Station added when procedures have been established. <input type="checkbox"/> Teacher is circulating and assisting individuals as needed.	<input type="checkbox"/> Teacher Station is open for small groups at least once during station time. <input type="checkbox"/> Teacher continues to circulate to assist and monitor station work and behavior, as needed.	<input type="checkbox"/> Teacher Station is available for small groups throughout station time. <input type="checkbox"/> Teacher circulates briefly between small groups to spot check and help, as needed.	
Station Activities & Task Cards	<input type="checkbox"/> Teacher selects activities from the <i>CHILD Activities Guide</i> , <i>CHILD Activity Kit</i> , and ISI website. <input type="checkbox"/> Station activities are appropriate for students' academic level.	<input type="checkbox"/> Teacher uses <i>Task Cards</i> with "Challenge" level to differentiate. <input type="checkbox"/> Ongoing	<input type="checkbox"/> Teacher begins to make customized activities to differentiate, using the <i>CHILD Task Card</i> template. <input type="checkbox"/> Ongoing	
Passports	<input type="checkbox"/> Dates on Station Visitation Chart reflect stations at least three times per week. (1 st Passport) <input type="checkbox"/> Skills from <i>Task Cards</i> are recorded on inside pages. (1 st Passport) <input type="checkbox"/> Passports are sent home for parent signatures and comments.	<input type="checkbox"/> Station Visitation Chart and station pages are utilized. (2 nd Passport) <input type="checkbox"/> Goal and self-assessment pages are introduced. (2 nd Passport) <input type="checkbox"/> Passports are sent home and most are returned with parent signatures.	<input type="checkbox"/> Reflections on station pages introduced and modeled. (3 rd Passport) <input type="checkbox"/> Student Comment pages are utilized. (3 rd Passport) <input type="checkbox"/> Passports are sent home and are consistently returned signed with comments. (4 th Passport and thereafter)	
Cluster/Team Meetings	<input type="checkbox"/> Weekly cluster meetings focus on classroom management issues and procedures. <input type="checkbox"/> Completed Cluster Meeting Agenda Form is submitted for the principal to review.	<input type="checkbox"/> Weekly cluster meetings focus on interdisciplinary connections and collaborative planning. <input type="checkbox"/> Ongoing	<input type="checkbox"/> Weekly cluster meetings continue to focus on academics and making connections across subject areas. <input type="checkbox"/> Ongoing	
Cluster Observations	Not Applicable During First 6 Weeks	<input type="checkbox"/> Teacher observes in each of the other two cluster classrooms at least once. <input type="checkbox"/> Completed Cluster Classroom Observation Form submitted for the principal to review.	<input type="checkbox"/> Teacher continues to observe in their own cluster classrooms as well as other clusters and/or schools. <input type="checkbox"/> Ongoing	

Teacher Signature _____

Consultant or ISI Staff Member Signature _____

Administrator Signature _____

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White - Consultant/ISI, Yellow - Administrator, Pink - Teacher