

MTAC R0778 Professional Development at Transfer Schools and Similar Schools

Contract Dates: 03/01/2010 - 02/28/2015

For more Information please

Call Steve Higgins

at (212)374-0495

Component	Vendor Name	Component Description	Contract Number
Component 1: Professional Development	Center for Urban Education	<p>Are you a school leader who is determined to send more students on to college?...Are you looking for a way to bring your full staff together around a central academic endeavor?...Are you struggling to make AYP, and increase your Regents' success rates? The Center for Urban Education has been working on these issues with inner-city high schools for several years. Many of our schools made AYP within 18 months of working with us (one school's CPI increased by over 200 points in one year), one school sent 90% of its graduates to post-secondary education, another school, in MA, had 100% passage on the state's MCAS test. At the heart of The Center's work is the belief that learners' can become college-ready by learning to: 1)own their learning process; 2) exercise choice (about what's important to them to think about); 3) nurture a powerful voice (about what they are thinking about). 4) engage deeply with challenging academic material; 5) develop the metacognitive skills required to learn academic behaviors; 6) cultivate a strong enough belief in their own efficacy for post-secondary education to become a true option. In New York City, the Center has created a dynamic network of high schools who are collaborating in the work of recreating their schools as places where even overage, under-credited students are actively preparing for post-secondary education. The Center's Framework for Effective Instruction (FEI) is built on the premise that young people can and will become sophisticated learners when they are provided with a powerful set of independent learning strategies designed to support them in tackling challenging academic tasks: 1) Literacy strategies (questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing) to increase students' capacity to read challenging texts; 2) Metacognitive capacities that allow students to plan how to tackle challenging academic tasks, monitor their own progress, make decisions about which strategy to use, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them; 3) Higher-order thinking skills of analysis, synthesis, and evaluation. Within the network, teachers learn to embed the learning strategies into their units and lessons, while Principals learn to support and mentor teachers in this work. Within the network, the following services are available to schools: 1) On-site coaching occurs 20-30 times over the course of a year. 2) Multi-Site Trainings are offered throughout the year and the summer. Our 2010-2011 offerings: http://issuu.com/redesignu/docs/redesign_consulting?mode=a_p 3) On-Site Trainings: CUE Planning Sessions can be Introductory Sessions and Deep-Dive Sessions, for a full faculty, or a small sub-set, like a collaborative inquiry team, or a department. 4) Capacity Building is a combination of on-site support of Instructional Leaders and Program Directors, and multi-site Principals' Sessions. 5) The Keeping Track Project uses a model for selecting, collecting, dissecting, reflecting on, and projecting plans using data. The project measures progress against benchmarks such as daily attendance, Regents results, and post-secondary planning. 6) Access to an extensive resource bank: videos, tools and templates, texts, and on-line activities.</p>	QR77801
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<p>Component 1: Professional Development</p>	<p>IDE Corp.</p>	<p>IDE Corp. – Innovative Designs for Education – is a results-oriented, innovation-driven consultative professional development provider. That means, we do not come to your school with pre-designed workshops; rather, we gather data to understand your school and custom-design an offering of workshops and on-site coaching to meet your unique needs. IDE Corp. takes a systems-theory approach to improving student achievement. No one action will improve student achievement; results emerge from the interconnections among actions. Charged with educating the digital generation, schools must continually innovate to attain success. IDE Corp.'s Unique Expertise: IDE Corp.'s instructional approach, the Learner-Active, Technology-Infused Classroom™, has been the subject of numerous articles and videos. Our President, Dr. Nancy Sulla is a video presenter for School Improvement Network's PD360. Her book on instructional design is due out in the spring of 2011. IDE Corp. has worked with school districts to design alternative schools, develop alternative school curriculum, and train teachers in addressing the needs of a unique population of students. One of our urban high school clients was recently rated second most improved school in the state, according to NJ Monthly Magazine. IDE Corp.'s Offerings to the Transfer Schools: The Learner-Active, Technology-Infused Classroom aligns perfectly with the FEI Adaptation of the SI Model, used by the Transfer Schools. We will train teachers to design powerful, student-centered learning environments that include: 1) Problem-based tasks to drive a felt-need to learn content 2) Rubrics to offer clearly-articulated expectations 3) Structures and strategies to differentiate instruction at the lesson, unit, and classroom level 4) Individualized Student Learning Plans 5) Formative assessment tools to drive instructional decisions 6) Meaningful and purposeful use of technology 7) Structures and strategies to allow students to take responsibility for their own learning 8) Addressing content through a career lens. This is accomplished through a combination of workshops, on-site coaching, and off-site support via email, phone, and videoconferencing. The IDEportal (www.ideportal.com) is a professional development and instructional resource providing teachers with problem-based learning units, instructional planning tools, online workshops, tools for developing 21st century skills, technology how-to sheets, and more.</p>	<p>QR77802</p>
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<p>Component 1: Professional Development</p>	<p>Sound Reading Solutions, Inc</p>	<p>In two days of professional development Sound Reading Solutions will give your educators highly effective materials and methods that dramatically improve the thinking skills of your students as they listen, read, write and in content areas. This is a comprehensive program for developing deep meaning and higher-order thinking skills for academically challenged students. We use a concise, updated Bloom's Taxonomy and provide the latest insights into higher-order thinking based on recent findings from the cognitive sciences. This PD will address the core issues that limit student success, from listening and literacy to reasoning and reflecting. We provide on-site coaching that ensures that your students will employ higher-order thinking skills while reading, writing and in the content areas. Higher-order thinking skills are best constructed on a broad cognitive foundation built of language, literacy, memory and thought processes. The house of deep thinking is not built from the roof down. Our innovative approach maximizes both student performance and teacher effectiveness using a simple but powerful approach. Our seminars don't just explain ideas but equip teachers with ready-to-use materials that they use immediately. Transfer School students are natural candidates for digital learning so a substantial portion of the instruction is provided on-line. Our digital and classroom activities are designed to overcome the motivational and attention issues that make teaching secondary students so challenging. The instruction utilizes the latest in cognitive strategies to accelerate learning and ease the workload on your teachers. You will learn new methods of delivering instruction, like 80 /20 success learning, that will turn even the most resistant learner into a thoughtful student. Day One – Listening, Reasoning and Deeper Comprehension A one-day or two half-day seminar includes all teacher materials and software for small group instruction. 1) Auditory Reasoning and Working Memory -- Most students who struggle academically have subtle auditory processing difficulties that are often easily remediated. Recent research shows that questioning strategies that engage working memory produce significant improvements in verbal intelligence, especially in students who come from language poor environments. 2) Strategic Listening Comprehension -- a highly effective method for improving higher order thinking skills. Don't assume that your students are listening and thinking. This is especially important when teaching content areas. 3) Reading Accuracy and Fluency – the relationship between reading and school success is well documented. Reading achievement and age at high school entry account for 80 percent of the variation in dropout rates. 4) Reading Comprehension – Underperforming students make dramatic gains in reading comprehension when they develop sentence reasoning and concept formation skills. Learn the six comprehension strategies that stick. Finally, learn how to move beyond reading to remember to higher-order thinking and self-questioning. Day Two – Thinking, Vocabulary Development, Think to Write! and Remodeled Lessons A one-day or two half-day seminar 1) Reasoned Thinking and Common Thinking Mistakes -- Teachers will also learn simple questioning methods and techniques to spark unprompted self-questioning. 2) Vocabulary Power for Gap Students – Exploring Vocab Network method for weaving vocabulary instruction with rich, relevant content. 3) Written Expression –Educators will learn the twelve common thinking errors that limit student success in school and in life. Think to</p>	<p>QR77803</p>
<p>Component 1: Professional Development</p>	<p>Sound Reading Solutions, Inc</p>	<p>In two days of professional development Sound Reading Solutions will give your educators highly effective materials and methods that dramatically improve the thinking skills of your students as they listen, read, write and in content areas. This is a comprehensive program for developing deep meaning and higher-order thinking skills for academically challenged students. We use a concise, updated Bloom's Taxonomy and provide the latest insights into higher-order thinking based on recent findings from the cognitive sciences. This PD will address the core issues that limit student success, from listening and literacy to reasoning and reflecting. We provide on-site coaching that ensures that your students will employ higher-order thinking skills while reading, writing and in the content areas. Higher-order thinking skills are best constructed on a broad cognitive foundation built of language, literacy, memory and thought processes. The house of deep thinking is not built from the roof down. Our innovative approach maximizes both student performance and teacher effectiveness using a simple but powerful approach. Our seminars don't just explain ideas but equip teachers with ready-to-use materials that they use immediately. Transfer School students are natural candidates for digital learning so a substantial portion of the instruction is provided on-line. Our digital and classroom activities are designed to overcome the motivational and attention issues that make teaching secondary students so challenging. The instruction utilizes the latest in cognitive strategies to accelerate learning and ease the workload on your teachers. You will learn new methods of delivering instruction, like 80 /20 success learning, that will turn even the most resistant learner into a thoughtful student. Day One – Listening, Reasoning and Deeper Comprehension A one-day or two half-day seminar includes all teacher materials and software for small group instruction. 1) Auditory Reasoning and Working Memory -- Most students who struggle academically have subtle auditory processing difficulties that are often easily remediated. Recent research shows that questioning strategies that engage working memory produce significant improvements in verbal intelligence, especially in students who come from language poor environments. 2) Strategic Listening Comprehension -- a highly effective method for improving higher order thinking skills. Don't assume that your students are listening and thinking. This is especially important when teaching content areas. 3) Reading Accuracy and Fluency – the relationship between reading and school success is well documented. Reading achievement and age at high school entry account for 80 percent of the variation in dropout rates. 4) Reading Comprehension – Underperforming students make dramatic gains in reading comprehension when they develop sentence reasoning and concept formation skills. Learn the six comprehension strategies that stick. Finally, learn how to move beyond reading to remember to higher-order thinking and self-questioning. Day Two – Thinking, Vocabulary Development, Think to Write! and Remodeled Lessons A one-day or two half-day seminar 1) Reasoned Thinking and Common Thinking Mistakes -- Teachers will also learn simple questioning methods and techniques to spark unprompted self-questioning. 2) Vocabulary Power for Gap Students – Exploring Vocab Network method for weaving vocabulary instruction with rich, relevant content. 3) Written Expression –Educators will learn the twelve common thinking errors that limit student success in school and in life. Think to</p>	<p>QR77803</p>