

DELAWARE PROFESSIONAL
STANDARDS BOARD

PROFESSIONAL DEVELOPMENT CLUSTERS:

A MANUAL FOR CLUSTER DEVELOPERS

August, 2007

**The Townsend Building
401 Federal St Suite 2
Dover, DE 19901**

www.doe.k12.de.us/psb

Historical Background

In December of 1998, the Education Salary Schedule Improvement Committee issued its report and recommendations. The Education Salary Schedule Improvement committee was established by then-Governor Tom Carper, and chaired by Dr. Joseph Pika. The Committee's charge was to:

- > Provide incentives for relevant and rigorous graduate level continuing education and remove incentives for continuing education of low quality or relevance.
- > Provide rewards for relevant graduate degrees.
- > Provide rewards for career certificate specialties.
- > Improve incentives for current teachers to pursue high quality training.
- > Improve ability of school districts to direct staff to relevant training.

The Pika Committee, as it came to be known, developed eleven recommendations from its work. Those recommendations retained key features of the existing salary schedule for educators, while recommending some significant departures from existing practice in other areas. Among the significant departures from existing practice was a recommendation for the development of a new Skills and Knowledge column on the State salary schedule.

The final report of the Education Salary Schedule Improvement Committee, issued in March, 1999, recommended the creation of a Skills and Knowledge Implementation Subcommittee, which became known as the Design Committee.

The Design Team's work recognized that effective professional development must be based upon knowledge and skills directly related to the Delaware curriculum and teaching standards. Further, the Design Team adopted the National Staff Development Standards, acknowledging that for professional development to be effective it must be research-based, long-term, and results driven. The Design Team coined the term "professional development cluster" as the title of this model.

This design for Delaware educators' professional development is now managed by the Professional Development and Associated Compensation Committee of the Delaware Professional Standards Board. As authorized by the Professional Development and Educator Accountability Act of 2000, educators may qualify for a salary supplement upon successful completion of approved professional development clusters.

Professional development clusters are expected to be a focused group of professional development experiences that lead to new knowledge and skills. This concept of professional development clusters breaks away from hours or seat time. Clusters will, however, be held to the same intellectual rigor as graduate level courses. Clusters may include a combination of formal graduate or undergraduate courses, action research, study groups and independent projects. These clusters must have the potential to impact student learning by being based upon current research on effective best practice. The educator outcomes of each professional development cluster should exhibited in improved knowledge and skills.

The content of professional development clusters may include, but is not limited to, any of the following State Board of Education approved standards:

Agriscience	Administrator Standards
Business, Finance and Marketing	Family and Consumer Sciences
Health and Physical Education	Language Arts
Mathematics	Professional Teaching Standards
Science	Social Studies
Teaching and Administrator Skills	Technology Education
Visual and Performing Arts	World Languages

Professional development clusters in areas that do not have Delaware standards must be based upon nationally developed standards, such as those developed by the Council for Exceptional Children.

Frequently Asked Questions

1. What is a professional development cluster?

- A professional development cluster is a focused group of professional development experiences that lead to measurable and observable knowledge and skills. Although class time is part of a professional development cluster, a cluster includes more than classroom hours or seat time. Activities in the participant's classroom with students, reflection, and collaborating with colleagues are among the possible activities that are included in a cluster, in addition to traditional cluster class meeting hours. A cluster, although a relatively new, participant-focused type of professional development, is held to be held to the same intellectual rigor as graduate courses.
- A cluster may include a combination of formal graduate or undergraduate courses, action research, study groups and independent projects.
- A cluster must impact student learning by being based upon current research on effective best practice. The educator outcomes of each professional development cluster should exhibit the improved knowledge and skills of the participant.
- A cluster must be grounded in the Delaware Professional Teaching Standards, the Delaware Administrator Standards, the Delaware Content Standards, or their equivalents. These standards can be found on the Department of Education web site: www.doe.k12.de.us.
- The knowledge and skills developed in a cluster must be targeted to impact student achievement, and must be supported by a research base that provides the potential to improve instruction.
- Participants will be required to demonstrate competence in the cluster content to receive credit. Demonstration of competence will be part of the cluster activity itself, and may include projects, papers, presentations, video and examples of student work.

2. How do credit and time equate?

- Clusters may be used for State salary supplements in increments of 2%, 4%, or 6% only.
- A 2% cluster contains rigor comparable to graduate level study in a range of activity of no less than 90 hours.
- A 4% cluster contains rigor comparable to graduate level study in a range of activity of no less than 180 hours.
- A 6% cluster contains a considerable amount of effort for both the provider and educator. Containing rigor comparable to graduate level study, this cluster will consist of a range of activity consisting of no less than 270 hours.

The following table equates cluster salary percentages with hours of engagement.

State salary percentages	Minimum hours of engagement
2%	90 hours
4%	180 hours
6%	270 hours

A participant who withdraws half way through a 4% cluster is not eligible for a 2% salary increase. Further, that partial cluster cannot be added to any other cluster for salary purposes.

Satisfactory completion of a professional development cluster may be used to satisfy requirements for renewal of a Delaware Continuing License. See the Professional Standards Board web site for regulations concerning the renewal of a license: www.doe.k12.de.us/psb

3. Who may submit a proposal for a professional development cluster?

Proposals may be submitted to the Professional Development and Associated Compensation Committee of the Professional Standards Board by Delaware school districts, charter schools, Delaware colleges & universities and educationally related organizations. An “educationally related organization” is defined as an organization that has been actively operating in Delaware for at least 2 years and which has education and training as part of its mission. Educationally related organizations that have operated in Delaware for less than 2 years and individual consultants must be sponsored by one of the other groups listed above.

Proposals will be accepted monthly, in accordance with a schedule approved by the Professional Development and Associated Compensation Committee. This schedule is posted on the Professional Standards Board website.

4. How will the cluster submissions be reviewed?

Districts and charter schools, colleges and universities, and educationally related institutions and organizations will submit professional development cluster proposals to the Professional Development and Associated Compensation Committee (PDAC) for initial review and approval. The committee must send its recommendations to the Professional Standards Board for approval. The Professional Standards Board will then submit approved clusters to the State Board of Education for their approval. (This process is required by Delaware Code.) The final approval is the consent of the Office of the Controller General and the Office of the Budget who, by law, designate the appropriation of the funds for salary supplements.

NOTE: *As of June 30, 2007, the OMB will be appropriating funds three times a year for professional development clusters; **April 1, August 1, and December 1.** Cluster providers are encouraged to note these dates and the timelines in the months prior in order to be able to deliver their cluster at their intended time.*

NOTE: *Prior to developing a cluster, potential providers are highly encouraged to review abstracts of approved clusters to determine if a cluster already exists that meets their needs. Every effort is made by the PDAC to ensure that cluster content is not duplicated as new applications are reviewed. The approved cluster list is on the PSB website: www.doe.k12.de.us/psb.*

After a cluster has been approved at the final level, each local district may disapprove particular clusters for its educators. Educators employed in a district that has disapproved a cluster for its employees are not eligible for a salary supplement upon completion of that particular cluster.

Providers are advised to plan for the amount of time the application and approval process will take. The Professional Standards Board will notify the providers of state-approved clusters following the final approval by the Office of the Budget and the Office of the Controller General.

The *Initial Proposal* application form with its evaluation rubrics can be found on the Professional Standards Board web site. Cluster applicants must submit cluster applications on the application form provided by the Standards Board, and are requested to submit the application electronically to cmichels@doe.k12.de.us.

Applications for the replication of a cluster are available on the PSB website as well. A critical difference in the submission process of *Replication Applications* is that they must contain live signatures and therefore must be mailed to the Professional Standards Board's Executive Director, Charlie Michels, at the Department of Education.

5. What is the process for re-submission of a proposal that was not initially approved?

Proposals not initially approved will be returned to the provider with comments. Revised applications are encouraged to be resubmitted. The PDAC committee does not have the staff to meet individually with each provider. The committee, however, will attempt to provide as complete an explanation as possible to each provider whose proposal was not approved.

6. If a cluster is approved for one provider, is that cluster approved for all providers?

No. Cluster approvals are provider specific. The developer of an approved cluster will decide if a cluster can be replicated, and will set forth the conditions under which an approved cluster may be offered by another provider. Providers desiring to replicate a cluster approved for another provider must complete an application for replication of a cluster. The completed *Replication Application* (found on the PSB website) will be reviewed by the Professional Development and Associated Compensation Committee and they shall forward the approved Replication Applications to the Professional Standards Board for action. The Professional Standards Board, the State Board of Education, the Office of the Budget and the Office of the Controller General must approve applications for replication of clusters.

7. What is the process for the Reauthorization of an approved cluster?

Approval of a initial cluster is valid for five years, and may be reauthorized upon review and approval of an application for reauthorization from the provider. A provider of a cluster may apply for reauthorization of a cluster by submitting an *Application for Reauthorization* to the Professional Development and Associated Compensation Committee. This committee shall review the application and, if appropriate, forward a recommendation to the Professional Standards Board. The Professional Standards Board will then forward the approved application to the State Board of Education for their approval followed by the approval of the Office of the

Budget and the Office of the Controller General. Reauthorization approval of a cluster shall be for a period of five (5) years.

8. How is the effectiveness of a cluster determined?

If applying for reauthorization, cluster developers shall have provided the Professional Development and Associated Compensation Committee, via the Professional Standards Board, with participant evaluations of the effectiveness of a cluster in achieving the goals stated in the initial approved application. These evaluations must include evidence of a positive impact on educators' skills and knowledge and student learning. The *Cluster Professional Development Evaluation Forms* will be provided by the Professional Standards Board.

9. Can the approval of a cluster be cancelled?

Cluster applications are initially approved for a period of five years. The Professional Standards Board may however, cancel the approval of a cluster at any time during the five year period of approval. Approval of a cluster may be cancelled for:

- Failure on the part of the provider to complete the delivery of a cluster; or
- Failure of the provider to submit evidence of participants who have completed the cluster to the Department of Education; or
- Evidence, as supplied by participant evaluation and verified by the Professional Development and Associated Compensation Committee, of failure to provide content and activities as set forth in the approved application; or,
- Repeated approved participant numbers entered into DEEDS over the maximum stated within the original approved cluster application; or,
- Other conduct which negatively impacts the ability of educators to gain new knowledge and skill, such as the misrepresentation of the cluster content on the application.

10. Upon the approval of a cluster, what are the responsibilities of the provider to the Professional Standards Board?

The provider will be responsible for:

- Staying within the maximum number of registered participants and times per year as specified on the approved application.
- Maintaining an accurate record of participant attendance.
- Completing, or providing for the completion of the cluster.
- Providing all activities in a timely manner.
- Tracking participants' progress and providing appropriate feedback.
- Using the DEEDS website to initiate the online process; register participants, verify participant completions and to finalize the process as per the *Online Vendor Manual*.
- Assembling the final cluster cohort and entering the cohort onto the DEEDS site

prior to the 5 year cluster termination date. The provider will then make all efforts to complete the cluster in a timely fashion and complete the online requirements to complete the process.

- Providing the Professional Standards Board work samples, if requested. These samples may be held by the cluster participants.
- Maintaining records of participant completion for five years.
- Administering and returning to the Professional Standards Board the *Cluster Professional Development Evaluation Forms* at the conclusion of the cluster.
- Providing each educator who successfully completes a cluster with a certificate of completion to certify the knowledge and skills acquired and demonstrated by the educator.

11. What are appropriate products to demonstrate competency?

As part of the original submission for approval of a professional development cluster, the provider will describe how the cluster assures that the targeted skills will be measured and observed. This can be accomplished in a variety of ways, such as through projects, papers, presentations, video and examples of student work. The provider's rubrics to score such products will be part of the original submission.

12. What information must the provider convey to the cluster participants?

It is important for the participants to know that they are in a professional development experience that has been designed as a coherent sequence of activities that leads to the development of particular knowledge and skills. Attendance is an important part of their experience and 100% attendance is expected by the Professional Standards Board and the State Board of Education. Although attendance is of critical importance, it may not be used as a criterion for evaluation of a cluster participant's performance. A participant who drops out of the professional development cluster may not combine a partial cluster with another cluster. The participant must have 100% attendance *and* complete the cluster to receive credit and the corresponding salary supplement. Participants should also be told that the provider may retain work samples and that they will have a chance to evaluate the cluster and provider/instructors.

13. Can an educator receive a salary supplement for teaching/providing a cluster?

An educator who delivers an approved cluster outside of his/her regular work day may be compensated in accordance with the terms and conditions in effect in his/her school district, charter school, or other employing authority. An educator may also apply the preparation and delivery hours of an approved cluster toward renewal of his/her license, if applicable.

14. Who will pay for delivery of the cluster?

Clusters may be financed, if necessary, in a variety of ways such as individual fee payments, district professional development funds, professional development grants, or through the provider's regular operations. The provider determines the cost of delivering the cluster.

15. What is the period of approval for a cluster?

Clusters are approved for a 5-year period and may be reauthorized. To be considered for reauthorization, the cluster provider must have had the participants complete and submit the *Cluster Professional Development Evaluation Forms* provided by and returned to the Professional Standards Board, for review. Providers must also submit an Application for Reauthorization, using the appropriate application form, to the Professional Development and Associated Compensation Committee for review and a recommendation for approval. Approval of the reauthorization of a cluster is subject to action by the Professional Standards Board, the State Board of Education, the Office of the Budget and the Office of the Controller General.

The initial or reauthorized approval period may be shortened or terminated based on evidence obtained through the professional development cluster system's quality control and monitoring procedures.

16. What if I no longer wish to offer the cluster?

A cluster provider who no longer has the capacity to deliver the cluster, whose job has changed which prevents them from delivering the cluster, or the specific need for which the cluster was initially designed is no longer viable, is requested to cancel the cluster.

The *Cancellation of a Cluster* form is on the PSB website: www.doe.k12.de.us/psb.

17. How will eLearning programs be reviewed?

eLearning programs will be reviewed in the same manner, and using the same application process, as all other applications. Those interested in offering eLearning programs are advised to examine the following two publications:

Standards for Online Professional Development: Guidelines for Planning and Evaluating Online Professional Development Courses and Programs

Southern Regional Education Board (SREB)

http://www.sreb.org/programs/EdTech/pubs/PDF/04T04-Standards_Online_Prof_Dev.pdf

E-Learning for Educators: Implementing the Standards for Staff Development

National Staff Development Council

<http://www.nsd.org/library/strategies/e-learning.pdf>

18. How shall the provider distribute, collect and process the cluster evaluations?

Cluster providers will be sent enough *Cluster Professional Development Evaluation Forms* for the number of participants specified in the original application. These will be sent to the provider with the initial package of cluster-related materials after final cluster approval by the State Board of Education. Providers are asked, at the conclusion of the cluster, to distribute then collect these evaluation forms, as completed by participants, and return them to the following:

Mr. Charlie Michels, Executive Director
Delaware Professional Standards Board
c/o the Department of Education

The Townsend Building
401 Federal St. Suite 2
Dover, Delaware 19901

The State Mail address number for DOE is: D370B, if you would prefer.

Cluster Professional Development Evaluations are expected to be completed by all participants and will be reviewed prior to the processing of salary supplements.

More *Cluster Professional Development Evaluation Forms* are available to providers if more cluster cohorts are formed. Once again, these evaluations are expected to be completed by these cluster participants as well.

Completing the
Professional Development Cluster for Delaware Educators
Proposal

The Professional Standards Board has developed a proposal application. You may download a copy at: <http://www.doe.k12.de.us/psb>. It is important that you use this application when submitting a proposal for approval. Proposals not using this form will be returned to the provider for revision prior to review.

The following pages include the actual application **printed in black type**, **explanatory comments printed in red type**, and **SAMPLE sections printed in blue**.

Proposal

Professional Development Cluster
for Delaware Educators

A Professional Development Cluster is a focused group of professional development activities that leads to the acquisition of new knowledge and skills that are measurable and observable.

The proposal cover page provides reviewers information about the proposal, including the cluster title, contact information and the abstract. All elements must be completed for approval.

Title of Cluster and Contact Information

When filling out the information requested, it is important to make a distinction between who is proposing the cluster and the sponsoring agency. In the “Developed by” section, please fill out the name of the person(s) submitting the proposal along with a daytime mailing address, email, telephone number and fax number.

In the “Sponsoring Agency” section, please supply the name of the agency or organization sponsoring the cluster (e.g., Milford School District, Delaware State University, ABC Reading Associates) along with the main office’s mailing address, email, daytime telephone number and fax number. The “Sponsoring Agency” must be a school district or an entity recognized as an educational provider.

SAMPLE TITLE AND CONTACT INFORMATION

Title of Cluster: <u>Assessment Literacy for Teacher Teams</u>
Proposed by: <u>Ima P.D. Provider</u> E-mail: <u>JPDP@coolschool.org</u>
Address: <u>Cool School, 1234 Happy School Lane</u> Phone: <u>(302)555-1212</u>
<u>Pleasant, DE 11111</u> Fax: <u>(302)555-1234</u>
Sponsoring Agency: <u>Coolest School District</u>
Address: <u>1 Shining Star Boulevard</u> Phone: <u>(302)555-1111</u>
<u>Pleasant, DE 11111</u> Fax: <u>(302)555-1122</u>

NOTE: As of June 30, 2007, the OMB will be appropriating funds three times a year for professional development clusters; *April 1, August 1, and December 1*. Cluster providers are encouraged to note these dates and the timelines in the months prior in order to be able to deliver their cluster at their intended time.

NOTE: Prior to developing a cluster, potential providers are highly encouraged to review abstracts of approved clusters to determine if a cluster already exists that meets their needs. Every effort is made by the PDAC to ensure that cluster content is not duplicated as new applications are reviewed. The approved cluster list is on the PSB website: www.doe.k12.de.us/psb.

Abstract- The abstract will be published for Delaware educators as a complete description of the approved cluster. The abstract must clearly state the topic of the cluster; for whom it is intended (responses to questions 1-4 of the proposal); and the expectations of participants (responses to questions 9 and 10 of the proposal).

The abstracts for approved clusters are published and disseminated to Delaware educators. Teachers and administrators throughout the state will use this information to make decisions and choices around cluster participation. Therefore, the abstract needs to present a clear, accurate and concise description of the cluster's intended audience, activities, expectations and outcomes. You should take care to ensure that the abstract summarizes the information provided in response to questions 1-4, 9 and 10 of the application.

SAMPLE: ABSTRACT

This 90-hour cluster will improve classroom assessment practices by enhancing teachers' skills in the development, analysis and application of standards-based classroom assessment practices.

The Assessment Literacy for Teachers cluster uses a collaborative learning approach and is offered for teams of 5 to 10 teachers from the same content area or grade cluster. Teams are also encouraged to have administrative representation; however, this is not required.

Cluster participants will participate in a variety of activities including literature circles, collaborative planning, peer observation, peer coaching, action research and written reflection; all designed to support Professional Teaching Standard # 8 (Assessment).

Application Questions

Question 1

Which of the categories below describe this professional development cluster? (Check all that apply. Indicate the best descriptor by marking it with an asterisk.)

- Content Knowledge } Both Content Knowledge and Pedagogy
 Pedagogy }
 Leadership Skills (Ex. Group Process, School Leadership, Professional Development)
 Teaching and Administrator Skills (Ex. Assessment, Curriculum Development, Community and Family Outreach, Technology)
 Other (please explain in detail)

You may choose more than one category to describe the professional development cluster you are proposing, but you must also indicate the primary descriptor for the cluster. To assist you in determining which category or categories best fit your cluster proposal, definitions of the terms have are provided below:

“Content Knowledge”: knowledge specific to a particular academic field, such as English/language arts, social studies, science, mathematics, the arts, etc.

“Pedagogy”: skills and knowledge surrounding the development and delivery of instruction to students, differentiated instruction to meet individual student needs, understanding of student diversity, etc.

“Leadership Skills”: skills that enhance the leadership abilities of educators and include skills in managing groups, facilitating meetings, analysis of data for planning effective instruction, school improvement strategies, organizational development, and other types of activities designed to enhance leadership skills and abilities.

“Teaching and Administrator Skills”: those skills outlined in the Delaware Professional Teaching Standards and the Delaware Administrator Standards and include topics such as developing effective assessment, enhancing community involvement, building parental support, using technology to enhance practices, etc.

For example, if the cluster you are proposing is designed to enhance the science knowledge of middle school teachers, you would choose content knowledge as the best descriptor. However, in the process of teaching science content knowledge, you also expect to include leadership skills, so you would also check that category. Make sure that you select only those categories that are going to be addressed by your cluster proposal. It is not essential, nor is it necessarily desirable, that any one cluster address all categories listed in question 1.

SAMPLE: CATEGORY DESCRIPTIONS

1. Which of the categories below describe this professional development cluster? (Check all that apply. Indicate the best descriptor by marking it with an asterisk.)

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Content Knowledge | } | <input type="checkbox"/> Both Content Knowledge and Pedagogy |
| <input type="checkbox"/> Pedagogy | | |
| <input checked="" type="checkbox"/> Leadership Skills (Ex. Group Process, School Leadership, Professional Development) | | |
| <input type="checkbox"/> Teaching and Administrator Skills (Ex. Assessment, Curriculum Development, Community and Family Outreach, Technology) | | |
| <input type="checkbox"/> Other (please explain in detail) | | |

Question 2

In question 2, “For which group(s) of Delaware educators is this cluster designed? (Check – explain)”, you will designate the types of education professionals who may participate in the cluster. You may need to indicate multiple types of participants. The options should be chosen as follows:

- If the cluster is designed for teachers, either as individuals or groups; place a check mark next to **Teacher**.
- If the cluster is appropriate for specialist participation (e.g., reading cadre, educational diagnosticians, and counselors), place a check mark next to **Specialist**.
- If the cluster is designed for administrator participation, either as individuals or part of a group, place a check mark next to **Administrator**.

- If the cluster is offered for other types of educational staff (e.g., school nurses), place a check mark next to **Other** and provide a description of the specific types of staff this cluster serves.

Again, to ensure appropriate participation, it is important to include a clear and concise description of your targeted audience(s).

SAMPLE: CLUSTER PARTICIPANT INFORMATION

2. For which group(s) of Delaware educators is this cluster designed? (Check – explain.)

Teacher Specialist Administrator Other (Specify)

Curriculum teams should be comprised of 5 to 10 members, including at least one building administrator.

Content area specialists working with these staff are also encouraged to participate.

Question 3

Question 3 asks, “Which set(s) of standards is this cluster designed to support? (Check – explain.)” While it is important to indicate the full range of standards supported by the cluster, clusters should be focused in scope. In this section you should check the most relevant standards addressed by this cluster and briefly describe how the cluster design supports your choice(s). Although many clusters may legitimately touch on a number of standards, it is important to narrow your focus so that you address those standards that are most central to your cluster proposal. The most successful cluster applications limit the number of standards they address and list those standards very specifically. Those standards identified in response to question 3 will then be used to complete question 8.

Information about each of the standards options can be found online. To review Delaware State Board of Education and Professional Standards Board standards:

1. Point your web browser to the Delaware Department of Education web site (<http://www.doe.k12.de.us>)
2. Under Information, (left column) select School Curriculum
3. Select Content Standards & Recommended Curriculum
4. Select on the standard(s) you are interested in reviewing

SAMPLE: CLUSTER STANDARDS

3. Which set(s) of standards is this cluster designed to support? (Check – explain.)

Clusters may include, but are not limited to the Delaware State Board of Education or Delaware Professional Standards Board standards in:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> English Language Arts | <input type="checkbox"/> Visual and Performing Arts | <u>OR</u> |
| <input type="checkbox"/> Science | <input type="checkbox"/> Agriscience | <input checked="" type="checkbox"/> Professional Teaching Standards |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> World Languages | <input type="checkbox"/> Administrator Standards |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Business, Finance and Marketing | |
| <input type="checkbox"/> Health and PE | <input type="checkbox"/> Technology Education | |
| <input type="checkbox"/> Family and Consumer Science | | |

This cluster addresses Professional Teaching Standards for Assessment. In addition, depending on participating team composition, content-specific standards may also be addressed.

OR

Equivalent standards in _____ (Attach copy.)

Developed by _____

Not applicable. (Explain)

Question 4

Question 4 asks, “Please list any prerequisites required of participants in this cluster.”

Here you will describe any conditions or expectations necessary for participation. Some of the text in this section may repeat information you provided in your response to question 2; however, you should describe any additional requirements here. Some clusters may not have any prerequisites.

SAMPLE: PREREQUISITE INFORMATION

4. Please list any prerequisites required of participants in this cluster.

This cluster is designed for existing curriculum teams. Teams must include at least one building administrator and may also include curriculum specialists. Teams may be comprised of members within a content area or within a grade span.

At the time of application, teams must submit a letter of district support, signed by the superintendent and curriculum officer, indicating that the team has permission to participate in this cluster. The letter of support should indicate that the team has been charged with the responsibility to develop, analyze and apply standards-based classroom assessments within their area of focus. Furthermore, support should indicate an expectation that this team will share their experience and products with colleagues.

Questions 5 and 6

In the, “**Maximum Number of times the cluster will be offered each year**”, enter the maximum number of times you plan to offer the cluster each year. In the “**Maximum number of participants in each cluster section/cohort**”, enter the maximum number of cluster participants you anticipate serving during each cluster offering. For example, if you plan to offer the cluster twice a year and each cluster session can have up to 25 participants; you would fill out this section as follows:

SAMPLE: PARTICIPATION INFORMATION

5. Maximum Number of times the cluster will be offered each year: 2

6. Maximum number of participants in each cluster section/cohort: 25

These numbers are scrutinized by the DOE Office of Professional Accountability as well as the Office of the Controller General and the Budget Office. Understand that participants who have successfully completed the cluster who are over and above the initial approved numbers specified on the application may require additional approval from the Budget Office in order to receive their salary supplement.

Question 7: Replication Conditions

Question 7 states, “Under what conditions, if any, may this cluster be replicated by other providers?”

If the cluster may not be replicated, please provide information about how interested parties may arrange to have the cluster delivered on-site by the sponsoring organization.”

Here you will describe any conditions or expectations necessary for other providers to replicate this cluster.

SAMPLE: REPLICATION INFORMATION

This cluster may be replicated in any other district that employs content specialists, such as teacher-to-teacher cadre, to support classroom teachers and the implementation of standards based instruction. Training in Wiggins's Understanding by Design is also needed to facilitate the class sessions.

The Review Committee will use the scoring guides included here and in the application during the evaluation of the responses to questions 8-13. Responses to questions 8, 11, 12 and 13 must each rate as “2” or better for a proposed cluster to qualify for approval. **Please study the scoring guides and address the key ideas in your responses.** A total score of 13.0 or higher is required for approval of a proposed cluster.

The rubrics included for each question provide excellent guidance for the answers to their questions. It is advisable for you to use these as a guide in your preparations.

Question 8: Standards-Based

1: Lack of Use	2: Beginning Use	3: Basic Implementation	4: Skillful Implementation
No teaching, content, and/or administrative standards are referenced or used in the development of the cluster plan	Teaching, content, and/or administrative standards are referenced by number, but there is only a weak linkage between these standards and the content addressed in the cluster plan	Teaching, content, and/or administrative standards are referenced and explained. There is a partial linkage between the standards and the content of the cluster plan.	Teaching, content, and/or administrative standards are clearly referenced and explained. There is complete linkage between those referenced standards and the content of the cluster plan.

In question 8, you will describe the specific standards addressed by this cluster. This question expands upon question 3, requiring the provider to cite individual standards, not the general standards category. Again, while it is important to indicate the full range of standards supported by the cluster, clusters should be focused in scope. In this section you should list the most relevant specific standards addressed by this cluster and briefly describe how the cluster content/design supports educators in meeting these standards.

- a. List the specific standards (Content, Teaching, Administrator) that are the foundation for this cluster. A combination of the above standards may be used, if applicable.

List the specific standards (Content, Teaching, or Administrator) that will apply to this cluster. This may be a combination of the above. Since the cluster is intended to be a “focused” professional development activity, you should select a small number of standards the cluster will emphasize.

SAMPLE: STANDARDS-BASED

X Social Studies (History Standards)

- History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].
- History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

X English Language Arts

- Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.
- Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.

- b. What are the objectives of this cluster? How will this cluster support educators in meeting the identified standards? Indicate the specific linkages between the identified standards and the activities in this cluster.

The “specific linkages” are a very important part of this question.

SAMPLE: STANDARDS-BASED

(First Steps Toward Success in Full-Day Kindergarten) Delaware Professional Teaching Standards

This cluster addresses several of the Delaware Standards for Teachers, with specific focus on how these apply to effective teaching in the kindergarten year. The cluster begins with emphasis on child development knowledge, both about 5- and 6-year-olds in general and with respect to culture, language, ability, and other forms of diversity (#3), as a foundation for successful approaches to curriculum and instruction. Assessment (#8) is a theme throughout the cluster, with participants using a variety of informal and formal strategies to inform their instruction and to shape their short- and longer-term action plans. Strong emphasis is placed on current, research-based content for kindergarten curriculum (#1), planned and taught within environments and with instructional strategies

that are best suited to the developmental and learning characteristics and needs of kindergarten children. Finally, the design of the cluster, with its focus on professional interaction, action planning, implementation, and reflection, supports Delaware Standard #10. Delaware Board of Education Content Standards and Kindergarten Performance Indicators

Throughout this cluster, participants will refer to and apply the Delaware content standards in language and literacy, mathematics, science, and social studies, and World Languages (Goal 2: Cultures). We assume that participants are familiar with these standards and with the kindergarten-level performance indicators associated with each standard. Therefore, the emphasis will be on (1) understanding the developmental underpinnings of children’s acquisition of knowledge and skills within each of these content areas; (2) developing greater competence in using the kinds of embedded assessments, curriculum implementation, and teaching strategies that will most effectively promote children’s acquisition of content knowledge and skills; (3) increasing participants’ ability to differentiate instruction to help all children succeed—children who come to kindergarten from diverse cultures and communities, with differing learning styles and in some cases with disabilities, and with diverse early education experiences; and (4) expanding participants’ ability to make the most of full-day kindergarten, using the extra time to add richness, depth, focus, and cognitive complexity to children’s experiences, thereby increasing the likelihood of success in relation to the Delaware Content Standards and Performance Indicators, both in terms of kindergarten outcomes and as a foundation for later learning.

Question 9: Activities

1: Lack of Use	2: Beginning Use	3: Basic Implementation	4: Skillful Implementation
Very little active participation is evident. There are no activities that help translate knowledge into practice.	Some active participation is evident in the design. There are a small number of activities that help translate knowledge into practice.	There are numerous opportunities for active participation and engagement of participants. There are some activities that help translate knowledge into practice.	The majority of activities use active participation and engagement of participants. There is participant choice in the kinds of activities engaged in during the course of the cluster. There are numerous opportunities that help translate knowledge into practice.

Describe the activities participants will engage in during this program. Attach the schedule of sessions / activities and the overall calendar or timeline, using the form provided as Appendix A. Indicate the number of hours and type of activity for each session/activity.

It is important to provide a full description of activities and a timetable of events. Formatting the schedule in a chart [Appendix A] provides a clear picture of the proposed activities and the proposed timeline for completion of the cluster. It is not necessary to include specific dates, as they may be subject to change. Outlining the sessions is, however, required. It is important that the hours identified in #9b correlate properly with the hours in Appendix A. For example, if #9b identifies 30 hours of instruction, then the hours allotted to instruction in Appendix A should also total 30. Likewise, the same is true for hours of application and reflection. In most cases, the hours spent in instruction will probably exceed the hours spend in reflection and application, but there should be ample opportunity for these two important activities. There is no hard and fast rule, but the sample shown here represents a reasonable balance. It is also important to realize that time spent completing cluster activities within the workday must be limited. Clearly, it is often necessary to use class time to try out new lesson plans, teaching strategies, etc, but this class time must generally be limited to less than 12 hours of the 90. Any other time spent within the school day must fall outside of the required 90 hours.

SAMPLE: APPENDIX A

Shuhan C. Wang

Date/Time & Location	Presenter	Topic	Hrs/Engagement: Instruction/app/ref
Wed, 1/22 5-8 pm Gore 102	Pong Hansen, Huffman, Wang	What Constitutes Asia? Defining Asia through Geography, History, and Cultures	3/2/2
Wed, 2/19 5-8 pm Gore 102	Fox Hansen, Huffman, Wang	Indigenous Asian Ways of Thinking: Confucianism, Daoism, and Buddhism	3/2/2
Wed, 3/19 5-8 pm Gore 102	Fox, Pong Hansen, Huffman, Wang	Asian Ways of Thinking: (1) Foreign Influences: Islam and Christianity (2) Social Organizations: Families and Societies	3/2/2
Sat, 4/12 9am-2 pm Winterthur	Hansen, Huffman, Wang	Asian Ways of Interpreting the Worlds: Visual Arts	5/4/4
Wed, 4/23 5-8 pm Gore 102	Gao Hansen, Huffman, Wang	Asian Ways of Communication through Sounds: Music of China	3/2/2
Wed, 5/21 5-8 pm Gore 102	Chen Hansen, Huffman, Wang	Asian Ways of Communication through Words and Images: Language, Literature & Film	3/2/2
Wed, 6/18 7am-9 pm NYC	All	Met/Asia Society Museum, NYC	6/9/5
8/20 5 pm-9 pm Bonhouse Restaurant	All	Culminating Events: Presenting and Sharing Products; pilot test unit of study in the next semester	4/10/5
Nov/Dec, Year 2 Post-Project Reporting	All participants	Follow-up reporting of the application and reflection of the unit of study and the Asian Experiences	0/0/3 Grand Total: 30/33/27= 90

Format of Evening Study Sessions:

The presenting scholar will post reading materials, useful websites, or resources online. Each participant will submit, via email or online, a response to these readings prior to the study session. All participants and the scholar will engage in an evening of lecture, discussion, or small group task. Each participant will submit a reflective journal describing what he/she has learned and how he/she plans to apply this new knowledge to teaching. The process will repeat itself with the new topics of each study session.

a. What tangible products or evidence of work will be produced by participants?

Describe the products or culminating projects that participants will complete as part of the cluster. These should be products that participants can apply in their classrooms or schools. They may also include collections of evidence, such as student work over time, which documents the application of strategies or skills learned in the cluster.

SAMPLE: PRODUCTS AND/OR EVIDENCE

Tangible evidence of participation in this cluster will include videotaped lessons, personal reflection journals, activity documentation forms, collections of student data sheets, and a K-1 Work Sampling scoring guide for English Language Arts standards.

The videotaped lessons will serve not only as documentation of having participated but are also the meat of the program. A great wealth of skills and knowledge already exists in our largely-veteran faculty, but our teachers do not have time to regularly observe each other. Our videotaped lessons will provide teachers with the opportunity to see their colleagues at work. Furthermore, they will provide a unique basis for our teachers' reflection on their own practice. Whether a teacher chooses to videotape herself/himself employing a new strategy or she/he wants to evaluate the effectiveness of a current one, the taped presentations allow educators to see themselves at work.

The personal reflective practice journals will be a place for participants to document their own learning, their moments of epiphany, their trials and errors, their concerns and struggles, their successes and joys. The journals are also a place to record insights gained from professional readings and can serve as a launching-point for group discussions. Because participants will be required to share their journals with at least three colleagues, they will

have opportunities to reflect and respond in a written form, something many of our teachers feel quite comfortable doing, as well as in face-to-face discussions.

The activity documentation sheets (see Appendix C) and the Alternate Activity form (see Appendix D) if needed will serve as written record of educators having participated in and gained something from each of the discussion sessions and learning groups.

The collection of student data sheets are also an extremely important piece for us. They are, in fact, solid evidence of why we do what we do as well as the changes we need to make and the impact of making them. It is only through an examination of the data that we will determine this impact for both the student body as a whole and for each individual child.

Finally, the creation of a school-wide scoring guide for K-1 Work Sampling English Language Arts is another significant piece of our cluster work. A criticism of the current system is that there are no articulated criteria for what it means to be judged *not yet, in process, or proficient* on each of the performance indicators. Our work in early literacy development this year will most assuredly lead us to a more refined understanding of what our children can and should be able to do in this area, thus laying the foundation for an agreed-upon set of criteria. And once the criteria are specified, educators will have a clearer understanding of what is needed to move each child forward, thus continuing the cycle of refining delivery of instruction and assessment of learning.

b. As a guide, a 2 % cluster will include a minimum of 90 hours of activity. A 4% cluster would include a minimum of 180 hours of activity. A 6 % cluster would include a minimum of 270 hours of activity. With this in mind, estimate the total hours expected for:

Instruction in knowledge and skills: _____

Participants' application of knowledge and skills: _____

Participants' reflection and adjustment after application _____

Other (specify types of activities): _____

Total _____

Complete question **9b** by taking the total hours for each type of activity set forth in **Appendix A** and placing them in the spaces provided. The number of hours set forth for each type of activity set forth in **Appendix A** should match the total number of hours in your answer to question **9b**.

SAMPLE: CLUSTER TIME DESIGNATIONS

<p>Instruction in knowledge and skills: <u>30</u></p> <p>Participants' application of knowledge and skills: <u>33</u></p> <p>Participants' reflection and adjustment after application <u>27</u></p> <p>Other (specify types of activities): _____</p> <p style="text-align: center;">Total <u>90</u></p>

Question 10: Impact on Cluster Participants

1: Lack of Use	2: Beginning Use	3: Basic Implementation	4: Skillful Implementation
Evaluation focuses only on demonstration of knowledge (i.e. paper and pencil tests, papers)	Evaluation focuses on changes in participant knowledge—pre-post-exams, essays, or activities.	Evaluation focuses on changes in participant knowledge and the use of new skills and strategies by participants (for example, implementation logs)	Changes in participants' knowledge, implementation of new skills and strategies, and conceptual understanding are evaluated. Student learning activities, papers, and projects are used to demonstrate impact on student learning.

This question addresses those components of the cluster which are central to its impact on educator's acquisition of new skills and knowledge and those components which impact most directly on K-12 student performance. These components should be included in the evaluation. Standards against which the evaluation will be conducted should be set forth in rubrics. Paste a copy of the rubrics into your response. Participants in the cluster should be able to look at these rubrics and gain an understanding of what will be expected of them while taking the cluster and to what the level they will be expected to perform. Therefore, it is essential that a "passing score" for the cluster is identified, based on the rubric devised AND that a minimum score for each area of the rubric be cited.

Identify which components of the cluster will be evaluated. Attach examples of the evaluation rubrics that will be used to evaluate participants' performance.

SAMPLE: CLUSTER IMPACTS

Participants will be evaluated on the seven required activities. Evaluations are based upon specific expectations as set in the attached rubric. A minimum of 13 of the 15 possible points must be scored for successful completion of the cluster, with no portion of the cluster falling below Level 2 [In Progress].

Evaluation Rubric for Activities

<i>Evaluation</i>	Proficient (3)	In Progress (2)	Unacceptable (1)
Activity 1: To what extent do the six reflective journaling responses to questions posed by diversity experts demonstrate self-analysis, increased knowledge and personal growth?	Reflective responses are completed and each clearly reveals assimilation of new knowledge and self-analysis related to cultural diversity. Responses are introspective, detailed, and "on topic".	Reflective responses are completed which reflect knowledge gained related to cultural diversity but lack depth. Responses are factual but lack evidence of self-analysis.	Not all reflective responses are completed. Responses lack evidence of knowledge gained and/or attempt for self-analysis
Activity 2 and 4: To what extent do Growth Journal entries reflect adoption and use of an effective mentoring model in interactions with culturally diverse students and their families	There is evidence that an effective mentoring model was adopted and used in all sessions. Recorded interactions with students and/or families address most targeted areas.	There is evidence of attempts to adopt an effective mentoring model in Growth Journal entries. Recorded interactions with students and/or families address few targeted areas.	There is no evidence of adoption of an effective mentoring model. Recorded interactions with students and/or families are superficial and/or social in nature.

<p>Activity 3: To what extent do Growth Journal entries and Literary Circle presentations on selected references reflect understanding of emerging issues and trends related to achievement of culturally diverse students?</p>	<p>There is evidence of deep understanding of emerging issues and trends. Literary Circle presentations relate new factual information and attitudinal insights applicable to development of the school-wide action plan.</p>	<p>There is evidence of understanding of some emerging issues and trends. Literary Circle presentations focus on new factual information and engages other team members.</p>	<p>There is no evidence of understanding of emerging issues and trends. Literary Circle presentations are superficial and non-engaging for other team members.</p>
<p>Activity 5: To what extent do Growth Journal entries identify characteristics, demographics, community-based supports and educational experiences of culturally diverse Sussex County adolescents critical and how their integration of these elements in the design of the school-wide action plan?</p>	<p>There is evidence of comprehensive identification and understanding of characteristics, demographics, community-based supports and educational experiences of culturally diverse Sussex County adolescents. There are specific recommendations made as to how these elements can be integrated into the design of the school-wide action plan.</p>	<p>There is some evidence of identification and understanding of characteristics, demographics, community-based supports and educational experiences of culturally diverse Sussex County adolescents. There is an attempt to demonstrate how these elements can be integrated into the design of the school-wide action plan.</p>	<p>There is no evidence of identification or understanding of characteristics, demographics, community-based supports and educational experiences of culturally diverse Sussex County adolescents. There is no attempt to demonstrate how these elements can be integrated into the design of the school-wide action plan.</p>
<p>Activity 6 & 7: To what extent is the action plan to improve student achievement through increased understanding of cultural diversity connect to research? To what extent is the action plan a school-wide initiative? To what extent is the action plan inclusive of all components</p>	<p>The action plan is closely linked to research and reflects commitment to school-wide involvement and participation. The action plan is highly specific and identifies detailed information that clearly</p>	<p>The action plan is based on research and includes multiple segments of the school. The action plan identifies the global expectations and major resources required. The plan identifies types of data used to establish baselines so</p>	<p>There is a disconnect between the action plan and the research. The plan lacks specificity. The use of data in designing the plan and measuring improvement is unclear.</p>

needed for implementation (Goals, Strategies, activities, responsible parties, critical required resources, timeline for implementation of activities, types and sources of data to be used to measure outcome/improvement)	communicates expectations, resources and accountabilities. Specific data used to design the plan and establish baselines are identified. The plan includes set annual performance targets.	that and sets overall improvement as the performance target.	
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Question 11: Professional Development Principles and Standards (NSDC Standards)

1: Lack of Use	2: Beginning Use	3: Basic Implementation	4: Skillful Implementation
Principles of adult learning are not evident in the design of the cluster. Collegial interaction among participants is not evident.	Some of the principles of adult learning are evident. Collegial interaction among participants is seldom used in the design of the cluster.	Most of the principles of adult learning are evident in the design of the cluster. Collegial interaction among participants is commonly used in the design of the cluster.	The principles of adult learning are clearly used in the design of the cluster. Collegial interaction among participants is integrated throughout the design of the cluster.

In question 11, you will identify and explain which professional development models will be used during cluster delivery. While it is important to use a variety of professional development models during cluster delivery, you should only identify the models that are most appropriate for use in this cluster. It is not necessary to address all the standards. Next, briefly describe why the models you chose are appropriate for the delivery of cluster content and the development of new skills and knowledge.

Explain how this cluster’s design incorporates the principles of the National Staff Development Council’s standards for staff development that improves the learning of all students. See standards below. Additional information about these standards and their use is available at www.nsd.org.

- Organizes adults into Learning Communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)
-

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family involvement)

SAMPLE: NSDC'S STANDARD CONNECTIONS

This cluster will feature educators working in teams (Learning Communities) to gain new knowledge and to share understandings with one another. School teams will focus on shared goals for the school. It will focus on the use of student data (data-driven) to make decisions about instructional strategies to be used in the classroom. Participants' knowledge of assessments and its various purposes and characteristics will be deepened through participation in this cluster (Quality Teaching). As a result of participation in this cluster, educators will be far more able to develop appropriate classroom assessments, make informed decisions when recommending commercial assessments, and analyze and create meaning from assessment results from DSTP and other tests.

Question 12: Research-Based Focus on Best Practices

1: Lack of Use	2: Beginning Use	3: Basic Implementation	4: Skillful Implementation
No support is provided to demonstrate that the skills and knowledge have been identified as best practice in the field	Some general research has been cited to support the development of the skills and knowledge. The citations are general and not specific.	Specific research and references have been cited for a majority—but not all—of the skills and knowledge contained in the cluster content.	Clear, specific, and valid research and references have been cited that demonstrate that all of the skills and knowledge have been identified as best practice in the field

Cite the research, theory, or best practice used in the design of this cluster and indicate specific linkages to the activities in the cluster. Explain how the research, theory, or best practice cited above will be applied to the cluster design. Describe how the cluster has the potential to support participants' improved practice or acquisition of new knowledge.

In addition to citing the research, theory, or best practice used in the design of the cluster, state explicitly how the research, theory, or best practice will be used. What impact does the research, theory, or best practice have on the design of the cluster? How will application of the research, theory, or best practice cited take place? What impact will that application have on the participants in the cluster and in their students? It is extremely important to integrate the research, theory, or best practice into the cluster in this section. How has the research, theory, or best practice been applied elsewhere? What types of outcomes can you expect from implementing the selected research, theory, or best practice?

SAMPLE: RESEARCH-BASED FOCUS DETAILS

Susan Bunting, Jay Headman, Cathy Miller

A report entitled *Building Successful School Leaders in Times of Great Change*, prepared by the Delaware School Leadership Task Force in January 2002, states that Delaware's school reform initiatives have forced administrators to rethink traditional methods used to run their schools. The report further contends that if principals are to be successful in leading education reform, they must shift from being effective building managers to being effective instructional leaders in their schools. The Task Force claims that in order to become more focused on promoting improved teaching and learning in schools, principals must thoroughly understand academic content standards as well as the instructional techniques necessary to help students meet promotion and graduation requirements, how to motivate faculty and strengthen teaching skills, and how to utilize data to better align instructional strategies to effect instructional improvement. Hence, the *Building Successful School Leaders* report recommends the design and implementation of professional development activities that support the changing roles and responsibilities of school leaders.

In essence, the Leadership Institute is grounded in preparing administrators for their evolving roles as instructional leaders.

In order to achieve that goal, it is critical that the professional development initiative be systemic and sustained. Dennis Sparks and Stephanie Hirsh in *A New Vision for Staff Development* argue that effective staff development targets everyone who affects student learning. They have identified three potent variables—results-driven education, systems thinking, and constructivism—that characterize the type of staff development needed by today’s educators. Moreover, heeding Dufour’s and Eaker’s advice in *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, the most promising strategy for substantive school improvement is developing the capacity of school personnel to function as a professional learning community. Recognizing the need to abandon fragmented training efforts, the proposed Leadership Institute is comprehensive professional development plan that involves a 90-hour series of carefully linked learning experiences based on the principles of adult learning and best practice instructional techniques that will enable a professional learning community of administrators to reflect upon, discuss, and strategize how to enhance research-based best practice instruction in their buildings in order to improve student learning. Subsequently, the participants will turnkey concepts, skills, and strategies within their buildings.

The accomplishment of the two selected ISLLC standards will be facilitated by participation in formal study groups that will digest, discuss, and disseminate practices and ideas presented in such best practice texts as the following:

- What Works in Schools: Translating Research into Action* by Bob Marzano (2003)
- How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson (2001)
- Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* by Richard DuFour and Robert Eaker (1998)
- Getting Started: Reculturing Schools to Become Professional Learning Communities* by Robert Eaker, Richard DuFour, and Rebecca Burnette (2002)
- Closing the Achievement Gap: No Excuses* by Patricia Davenport and Gerald Anderson (2002)
- Guiding School Improvement with Action Research* by Richard Sagor (2000)
- Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning* by Judy Carr and Douglas Harris (2001)
- Observing Dimensions of Learning in Classrooms and Schools* by John Brown (1995)
- Best Practice: New Standards for Teaching and Learning in America’s Schools* by Steven Zemelman (1998)
- Understanding by Design* by Grant Wiggins and Jay McTighe (1998)
- In Search of Understanding: The Case for Constructivist Classrooms* Jacqueline and Martin Brooks (1999)
- Leadership, Achievement, and Accountability* by Max Thompson (2000)

Question 13: Impact on K-12 Student Learning

1: Lack of Use	2: Beginning Use	3: Basic Implementation	4: Skillful Implementation
There is no evidence that the cluster will impact student behavior, attitudes, or learning. Participants are not required to provide any student impact data.	There is some general evidence that the cluster will impact student behavior, attitudes, or learning. Participants are required to provide minimal level of student impact data.	There is specific evidence that the cluster will impact student behavior, attitudes, and/or learning. At least half of the material participants are required to provide addresses student impact data.	There is strong and compelling evidence that the cluster will impact student behavior, attitudes, and/or learning. Participants are required to provide student impact data.

During participation in this cluster, what evidence will participants gather or analyze of the impacts made on the learning environment in their classrooms and/or schools? (**Note that this means the impact on the K-12 students with whom cluster participants work.**)

The over-riding premise of clusters is that educators participating in this type of professional development will produce changes in teacher knowledge and/or pedagogy which will ultimately have a measurable, positive effect on student learning. It is important that this section offer a description of the evidence that will be provided to substantiate student improvement.

SAMPLE: IMPACTS

Participants will assess students in their classrooms using assessment instruments they created, after researching a variety of assessment methodologies. They will analyze student data and adjust instruction based on their analysis of the data. Following assessment of students, participants will adjust their instructional strategies, teach content employing the modified strategies, and assess students again. Analysis of the second set of student assessments will focus on gains overall in knowledge, as well as growth in disaggregated groups, included students with disabilities and those from disadvantaged backgrounds. Students in the K-12 classrooms will benefit from participating in assessments that are designed to meet their specific learning styles, and instruction modified as a result of quality assessment data gathered by the teachers who are participants in this cluster. Growth in student achievement will be measured by the assessments given prior to modified instruction and assessments administered following the modified instruction.

You are finally at the last page!

It is not necessary to include an electronic signature. It is also not necessary to send a hard copy with a signature if the initial cluster proposal is submitted electronically. The preferred method of transmission of initial cluster proposals is to e-mail the proposal as an attachment to cmichels@doe.k12.de.us.

Proposed by: _____
(Signature)

Date: _____

Submit completed proposal **electronically** to:

Delaware Professional Standards Board
Professional Development and Associated Compensation Committee
The Townsend Building
401 Federal St. Suite 2
Dover, Delaware 19901
cmichels@doe.k12.de.us