

Delaware Professional Standards Board

THE TOWNSEND BUILDING
401 FEDERAL STREET SUITE 2
DOVER, DELAWARE 19901

APPROVED PROFESSIONAL DEVELOPMENT CLUSTERS

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CAREER AND TECHNICAL EDUCATION

Title: Agriculture in the Classroom: Delaware Agricultural Issues Incorporating the Food Land & People Curriculum - 0523

Content Area(s): Agriculture; Science; Pedagogy

Sponsor: Delaware Teacher Center

Contact: Judith Leith Judith.Leith@state.de.us
Gene Carlisle gcarlisle@capital.k12.de.us

Expiration Date: 12/19/2010

Abstract: This Agricultural and Environmental Education Cluster will use the Food Land & People Agricultural and Environmental Curriculum as a base to accompany instruction and experiences which addresses the key Delaware agricultural issues of land use. Curriculum specialists and subject matter experts will be used to address this topic. Instruction will include a field trip to agricultural and developed areas. Both public and private sector players and interest groups will be involved. Cohort/team and individual professional development is targeted. The availability of credible, current biological and technological materials and experts will also provide multiple opportunities for networking and resource creation, in terms of both human and material resources. Primary concentration will be on science standards. Evaluation rubrics have been created for workshop activities, classroom applications, projects, labs, and research opportunities.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Educational Technology Implementation

Title: Educational Technology Introductory Certificate - 0309

Content Area(s): Educational Technology; Teaching and Administrator Skills

Sponsor: Delaware Technical & Community College

Contact: Michael Mills mmills@college.dtcc.edu

Expiration Date: 9/24/2008

Abstract: The introductory certificate is designed for those who have limited knowledge of educational technology or those who are new to the field. The four 1-credit courses in the introductory certificate are designed to be taken together as a series. The course competencies for this certificate are prerequisite skills for entry into the advanced certificate program. The courses in the introductory certificate teach teachers how to incorporate technology into their lessons, including the use of multimedia, word processing, spreadsheets and the internet.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Educational Technology Advanced Certificate - 0308

Content Area(s): Educational Technology; Teaching and Administrator Skills

Sponsor: Delaware Technical & Community College

Contact: Michael Mills mmills@college.dtcc.edu

Expiration Date: 11/8/2008

Abstract: The advanced certificate is a comprehensive program which builds on the introductory technology skill-set. Participants develop proficiency in using technology-based strategies to improve teaching and learning. The certificate consists of six 3-credit courses with four required courses (ETC 201, 202, 203, and 204) and a choice of two elective courses.

Salary Supplement: This cluster has a value of 6% of the educator's base salary, valid for five years.

Title: Technology Implementation in the Classroom - 0602

Content: Educational Technology Implementation

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 10/10/2011

Abstract: Teachers participating in the Technology Implementation in the Classroom cluster will receive the skills and knowledge necessary to develop Web-enhanced lessons, utilize project-based learning in the classroom, and design a virtual field trip for students.

Teachers will take three (3) online courses developed by EDC (Education Resource Center): (1) Approaches and Tools for Developing Web-Enhanced Lessons; (2) Transforming the Classroom with Project-Based Learning; and (3) Designing a Virtual Field Trip. Each course takes place entirely online over a six-week period with the student spending approximately five hours per week completing assignments.

The culminating activity will be the piloting of the three lessons developed within the three courses. The development of the lessons will include examination of student needs; utilization of Web-based tools to develop collaborative, inquiry-based curricula; creation of project-based learning activities and strategies to support curricular goals; and identification of relevant Internet resources to design a virtual field trip for students.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Increasing Understanding through Technology © - 0662

Content: Educational Technology Implementation

Sponsor: University of Delaware

Contact: Andrea L. Ray moochie_52@netzero.com

Expiration date: 7/17/2011

Abstract: The Increasing Understanding through Technology (IUTT) cluster will provide third through twelfth grade teachers the opportunity to review current research-based strategies for increasing student achievement and integrating technology into the curriculum. Self-assessment, ongoing training, and follow-up are three features that make this model of professional development unique. The IUTT cluster guides grade 3 through grade 12 teachers through learning experiences that are a synthesis of best practices in the field, relevant theories, appropriate strategies, and formative and summative evaluative activities. A seven-phase model using the “backwards mapping concept” will be employed by teachers to develop short-range curriculum maps. In Phase 1, the teacher begins the planning process by setting goals and developing essential questions. In Phase 2, the teacher continues the mapping process by designing assessment

activities. In Phase 3, the teacher deliberately selects and integrates specific technologies and learning strategies into their unit. In Phase 4, the teacher develops lesson plans for their unit of instruction. The teacher then puts the unit of instruction into practice in the classroom during Phase 5 and data is collected. In Phase 6 the teacher analyzes the data to determine if goals have been met. In Phase 7, the teacher reflects on the process and decides if the learning goals led to an increase in the students' ability to think critically and resulted in increased understanding of the topic. This process is repeated three more times during the cluster and time is included for reflection, feedback, and discussion with colleagues.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Addressing Student Needs with Technology - 0658

Content: Educational Technology Implementation

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 7/17/2011

Abstract: Teachers participating in the Addressing Student Needs with Technology cluster will receive the skills and knowledge necessary to find Web based resources and implement instructional strategies related to differentiated instruction and universal design. Teachers will take three (3) online courses developed by EDC (Education Resource Center): (1) Differentiating Instruction to Accommodate Learning Styles, (2) Special Students in Regular Classrooms: Technology, Teaching and Universal Design, and (3) Finding the Best Educational Resources on the Web. Each course takes place entirely online over a six week period with the student spending approximately 5 hours per week completing assignments. The culminating activity will be the piloting of a lesson developed throughout the three courses. The incremental development of the lesson will include examining student needs, selecting and developing appropriate differentiated instructional strategies, completion of the UDL (Universal Design for Learning) Systemic Change Planner, and identifying Web resources to expand the student use of technology.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: LoTi Classroom Teacher - 0618

Content: Educational Technology Implementation

Sponsor: Delaware Center for Educational Technology

Contact: Chris Moersch chris@learning-quest.com

Expiration Date: 7/19/2012

Abstract: The LoTi Classroom Teacher Cluster is an online course designed for classroom-based educators to improve and refine the manner in which learning technologies are used to promote student engagement and achievement. The online course explores the concepts of higher order thinking skills, differentiation, collaboration, and the use of technology to build effective communities of inquiry that help students develop 21st Century Skills as articulated by The Partnership for 21st Century. These include specific learning and thinking skills (i.e., Communication Skills, Creativity and Innovation Skills, Collaboration Skills, Contextual Learning Skills, Information and Media Literacy Skills). – Appendix H

The LoTi Framework (refer to Appendix G), developed in 1994, has become a focal point for creating dialogue about the use of higher order thinking skills coupled with efficient technology use to increase student engagement and academic achievement in the classroom. Success in the 21st Century workplace demands that students develop foundational literacy and thinking skills that promote self-directed problem-solving and decision-making as well as possess the ability to self-assess the products they create to document their learning.

Part of the preparation for implementing a 21st Century inquiry-based classroom is personal reflection on one's own beliefs about the teaching/learning process. The proposed LoTi Classroom Teacher Cluster provides an opportunity for participants to engage in structured reflection within a networked environment involving other educators implementing similar instructional strategies. Cluster participants will be able to design instructional units representing the higher levels of technology implementation as well as catalogue specific resources that support this advanced use of technology. Throughout this cluster, participants will be engaged in a case study process involving a targeted group of students. This case study approach will enable participants to conduct a personal reflective study of their classroom in an attempt to determine those factors (e.g., student engagement, differentiated instruction, technology use) that influence student success. The cluster activities, personal reflections, student interviews, and implementation strategies will help each participant examine specific practices and the ways they affect current instructional practices and student outcomes.

Each LoTi Classroom Teacher Cluster will have cohorts of 20-25 participants engaged in a 96 hour program covering three (3) Units including Unit 1: LoTi (Levels of Technology Implementation) Foundations and Classroom Pedagogy, Unit 2: LoTi Level 3 Implementation, and Unit 3: LoTi 4+ Implementation. Each cohort will begin with a webinar meeting (an online group meeting facilitated by an instruction via the internet) followed by the online course. This timeframe will allow participants to follow a specific group of students throughout the Cluster implementation process. New cohorts will begin each quarter, with a break occurring during the summer months.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

ENGLISH/LANGUAGE ARTS

Title: Delaware Writing Project Summer Invitational Institute - 0305

Content Area(s): English Language Arts; Pedagogy

Sponsor: The Delaware Writing Project/University of Delaware

Contact: Carol Vukelich Vukelich@udel.edu

Expiration Date: 9/24/2008

Abstract: In this cluster, invited outstanding teachers of writing review current research, theory, and best practice literature and, based on this information, develop workshops for sharing with other teachers. The “teachers teaching teachers” model and “teachers as writers and readers” are central to the Institute. The focus of this Institute is ELA Content Standard I and content knowledge and pedagogy. It aims to support the professional development of cohorts or teams of outstanding teachers from districts across the state. An invitation to participate in the Institute is a prerequisite. Teachers are nominated by themselves, their colleagues, DWP Teacher Consultants and staff, and administrators. Selection is contingent on the nominee providing evidence of his/her excellence as a teacher of writing.

Salary Supplement: *This cluster has a value of 4% of the educator’s base salary, valid for five years.*

Title: Best Practices in the Teaching of Writing - 0303

Content Area(s): English Language Arts; Pedagogy

Sponsor: The Delaware Writing Project/University of Delaware

Contact: Carol Vukelich Vukelich@udel.edu

Expiration Date: 9/24/2008

Abstract: This cluster aims to provide teachers with information on research-based “best practices” in the teaching of writing. Teachers seeking answers to the following questions will find this cluster informative: How can I score my students writing? How does assessment inform instruction? How do I design lessons to meet my students’ writing needs? What does a “good” conference really sound like? How to I encourage thoughtful revision? Me, a writer? What *is* the writing process? How can reading and writing be connected? What *is* a TBW? How do I integrate reading and writing into other subject areas? The focus of this ELA Content Standard I cluster is content knowledge and pedagogy. It is will support the professional development of cohorts or teams, building, and district teachers. Enthusiasm for learning about the teaching of writing is a prerequisite.

Salary Supplement: *This cluster has a value of 2% of the educator’s base salary, valid for five years.*

Title: Six Traits Writing Grades K-12 - 0306

Content Area(s): English Language Arts; Mathematics; Science; Social Studies; Foreign Language; Pedagogy

Sponsor: Milford School District

Contact: Mary Ellen Kotz mkotz@doe.k12.de.us

Expiration Date: 9/24/2008

Abstract: The key to improving your knowledge about writing is within your reach with the Six Traits One Writing process. You will enhance your pedagogy as you review lessons, learn to use picture books to support each trait, and learn to assess and provide feedback on progress to students. Teachers will be able to individually examine and provide feedback to students on six identified traits of writing (ideas, organization, voice, word choice, sentence fluency, and conventions). The traits are aligned with the English Language Arts Student Standards at all levels and can be used in all genres or writing and are a support to the formal writers= workshop program. Participants interact with lessons, resources, and rubrics to use immediately in their writing classes. The lesson formats include both fiction and non-fiction writing prompts and plans. The scoring process enables both teachers and students to evaluate progress on a trait and provide meaningful feedback using rubrics specific to each trait. While initially focusing on one trait, over a period of time the writer and scorer look at all traits as they work together in a piece. Teachers will construct a portfolio of lessons implemented, samples of student work, and evaluation of student progress in writing and reflections on the process.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: Closing the Gap Early: Pre-K, K, 1 Literacy Development - 0311

Content Area(s): English Language Arts; Reading; Pedagogy

Sponsor: Milford School District

Contact: Mary Herrera mherrer@mail.milford.k12.de.us

Expiration Date: 8/21/2008

Abstract: This 90-hour cluster is designed to increase the content knowledge and pedagogy of pre-K, K, and 1st grade teachers of the Morris Early Childhood Center through a focused study of research-based early literacy strategies. Through interpretation of our district's recent trend data, we know that we need to concentrate on development of comprehension strategies, including vocabulary development and

increased reading fluency. Standards supported by this cluster include those in English Language Arts, Professional Teaching Standards, ISSLC Standards for school administrators, and the National Staff Development Standards. There are no prerequisites for participation in this cluster.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Best Practices in the Teaching of Reading - 0302

Content Area(s): Reading; English Language Arts; Pedagogy

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Chris Evans cmevans@udel.edu

Expiration Date: 9/24/2008

Abstract: This Delaware Reading Project's Best Practice cluster provides teachers with information on research-based "best practices" in the teaching of reading. Teachers seeking answers to the following questions will find this cluster informative: How can I assess my students reading strengths and weaknesses? How can I use assessment information to inform my instruction? What reading strategies can I use to supplement my reading program? What does research say about "what good readers do"? How do I help readers develop a variety of strategies to support comprehension? How do I structure a research-based program in vocabulary and spelling development? How do I use think-aloud and modeling to help students develop the meta-cognitive habits of good readers? How can reading and writing be connected? What is a TBW? How do I integrate reading into other subject areas? The focus of this ELA Content Standard I cluster is content knowledge and pedagogy. It will support the professional development of cohorts or teams, building, and district teachers.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Delaware Reading Project Summer Invitational Institute - 0304

Content Area(s): English Language Arts; Reading; Pedagogy

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Carol Vukelich vukelich@udel.edu
Chris Evans cmevans@udel.edu

Expiration Date: 9/24/2008

Abstract: In this cluster, invited outstanding teachers of reading review current research, theory, and best practice literature and, based on this information, develop workshops for sharing with other teachers. The "teachers teaching teachers" model and "teachers as writers and readers" are central to

the Institute. The focus of this Institute is ELA Content Standard II and content knowledge and pedagogy. It aims to support the professional development of cohorts or teams of outstanding teachers from districts across the state. An invitation to participate in the Institute is a prerequisite. Teachers are nominated by themselves, their colleagues, DRP Teacher Consultants and staff, and administrators. Selection is contingent on the nominee providing evidence of his/her excellence as a teacher of reading. The Delaware Reading Project is now completing its 4th year as a valued staff development option in our state, co-sponsored by the Delaware Department of Education and the University of Delaware.

Salary Supplement: This cluster has a value of 4% of the educator's base salary, valid for five years.

Title: Linking Literacy and the Content Areas - 0406

Content Area(s): English Language Arts; Reading

Sponsor: The University of Delaware/Delaware Reading and Writing Projects

Contact: Carol Vukelich vukelich@udel.edu

Expiration Date: 5/4/2009

Abstract: This Delaware Reading and Writing Projects sponsored cluster provides teachers with information on research-based “best practices” in content area literacy. Teachers seeking answers to the following questions will find this cluster informative: Why should content area teachers be concerned with literacy? How can I link reading and writing to my content area while still meeting my curriculum objectives, and how can I link literacy to my curriculum objectives with no additional instructional time? How can literacy strategies help my students construct, examine, and extend their understanding of my course content? How can I help my students develop a variety of before, during, and after reading strategies to support comprehension of various types of textuality? How can I support my students in mentally organizing ideas they read while making meaningful and personal connections to new ideas? What kinds of attitudes, knowledge, and processes do my students need to bring to a text to be successful with it so that they develop meta-cognitive habits and become independent learners? What can I do so that my teaching impacts all learners in ways that work and make sense to me and my students?

The focus of this ELA Content Standard II and IV cluster is content knowledge and pedagogy as they relate to the content standards in all the curriculum areas. It will support the professional development of cohorts or teams, building, and district teachers. The prerequisites for participation in this cluster include a desire to learn more about meeting the learning needs of all students, as they relate to content area literacy, to consider making changes to existing practices, and to reflect, share, and learn with other professionals with similar goals. DRP/DWP has designed this cluster primarily for upper middle school and secondary content area teachers. However, we encourage administrators, and other district leaders in instruction, to participate.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Success for Secondary Struggling Readers - 0411

Content Area(s): English Language Arts; Reading; Pedagogy

Sponsor: Delaware Department of Education

Contact: Karen Jones kjones@doe.k12.de.us

Expiration Date: 7/7/2009

Abstract: This 90-hour cluster provides teachers with extensive background in current, evidenced-based reading research dealing with the literacy needs of diverse learners and special needs populations as they are found in all content areas of the school. The ultimate goal of the cluster is to equip teachers with the content knowledge and pedagogy necessary for increasing reading achievement of all students. Teachers will learn how to enhance their instructional strengths as a teacher of diverse learners while utilizing knowledge of the findings of the National Reading Panel. They will learn how to use assessment information to inform instruction in word identification, vocabulary, comprehension, fluency and instructional management of reading. They will also learn which reading strategies are research-based and how to select, structure, and integrate them with students needs within existing curriculum. Furthermore, teachers will learn what research says about “what good readers do” and how to help readers internalize strategies to enhance their own reading and to do so independently. Finally, teachers will effectively use modeling to help students develop the meta-cognitive habits of good readers while integrating reading into content areas. The focus of this ELA Content Standards-based cluster is content knowledge and pedagogy. It will support the professional development of cohorts or teams, and building and district teachers.

Salary Supplement: *This cluster has a value of 2% of the educator’s base salary, valid for five years.*

Title: Forming and Reforming Reading/Writing/Talking Across the Curriculum
- 0412

Content Area(s): English Language Arts; Pedagogy

Sponsor: Colonial School District

Contact: Linda Poorman lporman@colonial.k12.de.us

Expiration Date: 8/17/2009

Abstract: This 4% cluster provides teachers and specialists with a framework to balance both the processes and products of learning and assessing literacy for learning. Participants learn together through active, hands-on experiences that model the concepts and strategies that are to be applied in their classrooms and schools. These practical activities are blended with discussions of current research-based literacy concepts. Strategies to teach reading/writing/talking across all subject areas are explored, using a

variety of grouping arrangements and alternatives to fragmented skill development. Participants work to establish a literate classroom environment using a co-constructionist theory of development and learning where they engage in a reciprocal dialogue of meaning-making.

This cluster addresses both content knowledge and pedagogical skills as they relate to the specific needs of participants and partner districts. The cluster is designed for classroom teachers, and participants must have a Bachelor's Degree to enroll. Literacy learning is studied in the context of a graduate level course where participants partake of a variety of reading and literacy development activities that are modeled for use in their own daily classroom experiences. Lesson design, classroom try-out, coaching and feedback are key components as well. Participants are evaluated on a variety of products and activities including final projects and journals. The cluster is designed to support the Delaware English Language Arts (ELA) standards, the Delaware Professional Development Standards and the National Staff Development Council standards.

This cluster is sponsored by the Colonial School District in partnership with the Penn Literacy Network (PLN). PLN is a comprehensive professional development/curricular enhancement program based in the Graduate School of Education at the University of Pennsylvania. PLN facilitators are professional educators who are or were classroom teachers, reading specialists, or school administrators, and are engaged in on-going learning at the University of Pennsylvania.

Salary Supplement: This cluster has a value of 4% of the educator's base salary, valid for five years.

Title: Investigating Language Using Explicit and Systematic Learning Experiences
- 0413

Content Area(s): English Language Arts; Pedagogy

Sponsor: Colonial School District

Contact: Linda Poorman lporman@colonial.k12.de.us

Expiration Date: 8/17/2009

Abstract: This 4% cluster provides teachers and specialists with a framework to balance both the processes and products of learning and assessing literacy for learning. In this seminar, elementary and/or middle grade teachers learn about the implementation of Critical Experience 4: Investigating Words and Sentences, using evidence-based concepts and resources in the areas of decoding, grammar, and spelling. The focus is on the integration of explicit and systemic teaching/learning of decoding/spelling and Standard English sentence patterns. The emphasis is on strong word attack skills, spelling knowledge and the control of Standard written and oral English. These practical activities are blended with discussions of current research-based literacy concepts. Strategies to teach reading/writing/talking across all subject areas are explored, using a variety of grouping arrangements and alternatives to fragmented skill development as they establish a literate classroom environment using a co-constructionist theory of development and learning where participants engage in a reciprocal dialogue of meaning-making.

This cluster addresses both content knowledge and pedagogical skills as they relate to the specific needs of participants and partner districts. The cluster is designed for classroom teachers. The prerequisite for this cluster is a Bachelor's Degree and participation in PLN 1: Forming and Reforming Reading/Writing/Talking Across the Curriculum. In the context of a graduate level course, participants partake in a variety of reading and literacy development activities that are modeled for use in their own daily classroom experiences. Lesson design, classroom try-out, coaching and feedback are key components as well. Participants are evaluated on a variety of performance-based rubrics, final projects and journals. The cluster is designed to support the Delaware English Language Arts (ELA) standards, the Delaware Professional Development Standards and the National Staff Development Council standards.

This cluster is sponsored by the Colonial School District in partnership with the Penn Literacy Network (PLN). PLN is a comprehensive professional development/curricular enhancement program based in the Graduate School of Education at the University of Pennsylvania. PLN facilitators are professional educators who are or were classroom teachers, reading specialists, or school administrators, and are engaged in on-going learning at the University of Pennsylvania.

Salary Supplement: This cluster has a value of 4% of the educator's base salary, valid for five years.

Title: Research-Based Strategies to Improve Reading Comprehension - 0420

Content Area(s): Reading; English Language Arts; Pedagogy

Sponsor: Capital School District

Contact: Juanita Wilson jwilson@capital.k12.de.us

Expiration Date: 11/18/2009

Abstract: The 90 hour cluster described below was developed to provide content knowledge and pedagogy of research-based instructional strategies to professional staff responsible for teaching reading comprehension to students in kindergarten through fourth grade at North Dover Elementary School. The minimal achievement gains in reading over the past two years have indicated a need for professional development to facilitate improved student achievement in reading comprehension. The cluster will support a study and implementation of specific research-based reading strategies, which will be adopted and adapted developmentally for students in grades kindergarten through four. The standards, which correspond to this cluster, are Delaware English Language Arts Standards for Students, Professional Teaching Standards, ISSLC Standards for school administrators, and the National Staff Development Standards. This cluster is designed for professional development at a building or district level. There are no prerequisites for this cluster.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Deepening Reading Comprehension and Expressive Language at the Elementary Level - 0408

Content Area(s): English Language Arts, Reading, Pedagogy

Sponsor: Milford School District

Contact: Sylvia Henderson shenders@mail.milford.k12.de.us

Expiration Date: 6/17/2009

Abstract: This 90 hour cluster is designed to increase content knowledge and pedagogy of elementary educators through a focused study of research based comprehension strategies. Through interpretation of the 2003 state test (DSTP) data we know we need to concentrate on development of comprehension strategies including determining, interpreting and extending meaning levels of questions, vocabulary development and increased reading fluency. The standards supported by this cluster include those in the English Language Arts, Professional Teaching Standards, ISSLC Standards for School Administrators and the National Staff Development standards. There are no prerequisites for this cluster. *Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: Implementing Multiple Practices for Activating Comprehension in Teaching (IMPACT) Reading - 0509

Content Area(s): English Language Arts, Reading

Sponsor: Delaware Department of Education

Contact: Karen Jones kjones@doe.k12.de.us

Expiration Date: 8/17/2010

Abstract: This 90-hour cluster provides teachers with extensive practice in implementing teaching strategies based on current, evidenced-based reading research dealing with the literacy needs of diverse learners and special needs populations as they are found in all content areas of the school. The ultimate goal of the cluster is to equip teachers with the practice needed to apply content knowledge and pedagogy necessary for increasing reading achievement of all students with an emphasis of struggling reader. Teachers will learn how to enhance their instructional strengths as a teacher of diverse learners while utilizing knowledge of the findings of the National Reading Panel. They will learn how to use assessment information to inform instruction in word identification, vocabulary, comprehension, fluency, motivation and instructional design for reading. They will also learn which reading strategies are research-based and how to select, structure, and integrate them with students needs within existing curriculum. Furthermore, teachers will learn what research says about “what good readers do” and how to help readers internalize strategies to enhance their own reading and to do so independently. Finally, teachers will

effectively use the explicit teaching model to help students develop the meta-cognitive habits of good readers while integrating reading into content areas. The focus of this ELA Content Standards-based cluster is content knowledge and pedagogy. It will support the professional development of cohorts or teams, and building and district teachers.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Initial Level Orton-Gillingham Training - 0517

Content Area(s): English Language Arts; Pedagogy

Sponsor: 32° Masonic Learning Centers for Children, Inc.

Contact: Candace R. Bedrock Wilm32LC@juno.com

Expiration Date: 10/17/2010

Abstract: The 32° Masonic Learning Center course focuses on developing an understanding of dyslexia and the Orton-Gillingham remediation approach. Participants will learn the definition and characteristics of dyslexia and how to teach reading and spelling to a child with dyslexia. Orton-Gillingham is a phonetically based, sequential, structured approach that has been proven effective in the remediation of reading, spelling, and writing in dyslexic children. Sound systems are taught employing all of the learning pathways—auditory, visual, kinesthetic, and tactile. The system builds from simple to complex units of language. The curriculum presents, at appropriate developmental times, phonograms for decoding and encoding, spelling rules and generalizations, syllable types, and the study of prefixes, roots, and suffixes. The curriculum includes the five essential elements of effective reading programs noted by the National Reading Panel. Each participant will complete a 100-hour supervised practicum with two children, using the techniques taught in the 45 seminar hours. Successful completion of this course and practicum may lead to Initial Certification in the 32° Masonic Orton-Gillingham program. This course is offered **free** to all eligible applicants and children.

The focus of this course is ELA Content and Standard II and content knowledge and pedagogy. It aims to support the professional development of individual special education teachers who wish to provide more effective remedial instruction to dyslexic children in their schools.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: UbD for ELA: Using Understanding by Design to Align and Enhance Curriculum and Instruction in the ELA Classroom - 0669

Content Area(s): English Language Arts; Pedagogy

Sponsor: New Castle County Vocational Technical School District

Contact: Cary Brandenberger cbrande@nccvt.k12.de.us

Expiration Date: 7/17/2011

Abstract: This cluster aims to provide ELA teachers with a research-based framework for curriculum writing that helps teachers align daily lessons with state ELA standards. Understanding by Design, UbD, is used because it is the framework for the statewide recommended curriculum. Therefore, it is essential for teachers to understand the theory that drives UbD. Participants will uncover the benefits of UbD by analyzing benchmark units as well as writing a collaborative UbD unit with a Lesson Study team. The Lesson Study teams will follow the Japanese model of Lesson Study, which focuses on the heart of the educational process: what actually happens between teacher and students in the classroom. The Lesson Study model also provides teachers a way to collaborate on a collegial basis. Research-based instructional strategies will be modeled during the cluster and will be included in the UbD units. Metacognitive thinking and reading strategies will also be used during the cluster. Participants will use technology as part of the collaborative process, by sharing ideas and concerns via Blackboard.com. A professional portfolio including a completed UbD unit, student work, and reflections will synthesize the experience and provide evidence of understanding, collaboration, and self-reflection.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: Secondary English Language Arts - 0617

Content Area(s): English Language Arts; Pedagogy

Sponsor: Delaware Center for Educational Technology

Contact: Dr. Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 7/19/2012

Abstract: Teachers participating in the Secondary English Language Arts cluster will receive the skills and knowledge necessary to develop strategies and tools for teaching the writing process, help struggling students improve their reading comprehension and maximize the use of adolescent literature in the classroom.

Teachers will take three (3) online courses developed by EDC (Education Resource Center): (1) *Strategies and Tools for Teaching the Writing Process*; (2) *Helping Struggling Readers Improve Comprehension*; and (3) *Making the Most of Adolescent Literature*. Each course takes place entirely online over a six-week period with the student spending approximately five hours per week completing assignments.

The culminating activity will be the piloting of the three lessons developed within the three courses. The implementation of the lesson from *Strategies and Tools for Teaching the Writing Process* includes having access to technology for students. The development of the lessons will include examination of student needs; utilization of tools and strategies for teaching the writing process; support of the academic development of students who struggle to comprehend what they read; and implementation of effective approaches for maximizing the use of adolescent literature in the classroom.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

FOREIGN LANGUAGE

Title: Meeting the Needs of Our English Language Learners (ELLs): Acquiring the Language and Pedagogical Skills - 0525

Content Area(s): Foreign Language; Pedagogy

Sponsor: Milford School District

Contact: Mary Herrera mherrera@mail.milford.k12.de.us

Expiration Date: 1/19/2011

Abstract: According to census data from 2003, the Hispanic population of the United States totaled 39.9 million making this group “the nation’s largest race or ethnic minority . . . constitut[ing] 13.7 percent of the nation’s total population.” Furthermore, between now and 2050, the Hispanic population is projected to increase 188% so it will comprise 24% of the total U.S. population. Similarly, the Delaware Department of Education reported that “there was a 20.7% increase, from 2002-2003 to 2003-2004, in the number of ELLs reported enrolled and served by Delaware school districts.”

The demographic profiles of both our state and nation are changing profoundly and if our schools are to effectively serve their communities in the future, a basic knowledge of Spanish as well as pedagogical strategies for supporting ESL students of all nationalities will be critical to success. Indeed, "When it comes to immigration, the U.S. is the only post-industrial democracy in the world where immigration is both its history and its destiny" (Marcelo, 2004).

This cluster addresses both Professional Teaching and World Languages standards and is designed with options to meet the needs of various school professionals (teachers, administrators, and specialists). Participants can choose from a variety of elective modules in addition to the core requirements so that the experience is tailored to their unique needs.

Participants not holding a degree in Spanish will learn conversational Spanish through an innovative web-based system, supplemented by fluency readings and other activities. All participants will study national, state, and local demographics on ELLs, cultural issues related to working with various ethnic groups, and pedagogy specifically related to working with ELLs.

There are no prerequisites for participation but persons holding a degree in Spanish cannot count hours within the cluster related to language acquisition and are therefor limited to a 2% salary supplement while participants also undertaking the language acquisition piece qualify for 4%.

Salary Supplement: This cluster has a value of 2% or 4% of the educator’s base salary, valid for five years, based on the criteria set above.

HEALTH AND STUDENT WELLNESS

Title: Diabetes in the School Setting - 0516

Content Area(s): Clinical Knowledge

Sponsor: Delaware Division of Public Health

Contact: Patricia A. Wagner diabetesconnect@comcast.net

Expiration Date: 10/17/2010

Abstract: Registered nurses are required in all Delaware public and charter schools. These professional nurses are recognized as the medical health care personnel responsible for the daily care and safety of all children and school personnel during school hours and school associated activities. This program is designed to expand the knowledge base of the schools' nursing personnel on diabetes, a chronic disease that has reached epidemic proportions. According to a recent report from the Centers for Disease Control, (CDC), diabetes is one of the most common chronic diseases in school age children, affecting about 151,000 young people in the United States, or about 1 in every 400 to 500 young people under 20 years of age. Each year, more than 13,000 youths are diagnosed with Type 1 diabetes. In addition, health care providers are finding more and more children and teens with Type 2 diabetes, even though the disease is usually diagnosed in adults over the age of 40. **“Diabetes in the School Setting”** program objectives, present an outline of material to be covered in a 90 hour didactic, interactive, and creative educational program that focuses on diabetes, Type 1, Type 2 and Gestational, and the school age child.

The cluster consists of nine required core modules and one elective module. It is designed to expand the medical knowledge base of the professional nurse through the nine core modules, and the elective module is designed to enhance the pedagogical skills of the nurse to develop tools and apply the principles of diabetes knowledge in progressive, imaginative ways to promote a better system of diabetes self-management and communication between students, parents, and school personnel. The material presented in the core modules will vary in length. Core modules are evaluated through a pre-test and post-test method. Information learned in the core modules will be needed to complete the elective module. Some of the selections in the elective module are linked specifically to a core course, and can only be taken in conjunction with that specific course. General elective modules can be taken any time after the first core module has been completed. Core courses will be presented in a formalized lecture style and are considered the didactic portion of the cluster. Participants can also enroll in external continuing education programs related to diabetes but require pre-approval by the Cluster Coordinator and are limited to 10 hours. Through approval by the Delaware Nurses Association, the nurses will also receive nursing contact hours that can be used towards their Delaware registered nursing license renewal.

Core modules will be available in each of the three counties in Delaware. There must be a minimum of 5 participants signed up to begin a module. Participants may sign up in any county offering the core module they are interested in taking but **all** participants must take the general diabetes knowledge base core module

first. Upon completion of the first core module, participants can work independently on elective modules and/or move onto the next core module offered.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Basic School Nursing - 0315

Content Area(s): Nursing; Pedagogy

Sponsor: University of Delaware

Contact: Janice Selekmán selekman@udel.edu

Expiration Date: 11/8/2008

Abstract: The *Basic School Nursing* cluster was specifically developed to address the DOE Induction requirements of the school nurse specialist. The goal of this cluster is to provide newly licensed school nurses with advanced knowledge and skills needed to practice safely and effectively in the school setting. *Basic School Nursing* aims to facilitate successful transition from general nursing practice to school nursing by addressing essential nursing and educational components that are needed by school nurses, but are not included in a traditional nursing degree program. This 90-hour cluster encompasses 6 academic credits, which meet the requirements of the 2% cluster. It includes one 3-credit course/module and three 1-credit nursing courses/modules, but is designed to be an integrated experience. Each module will co-mingle core concepts to the specialty practice of school nursing. The 3-credit module will cover testing/screening, guidance/counseling, health teaching, legal aspects, and healthcare issues related to school-aged children. The three 1-credit modules are non-sequential and are designed to easily fit into the academic year. The first module is a school nurse orientation program during the summer that includes coordinated school health services, communication, documentation, accessing services, and policies. A second module will focus exclusively on communicable diseases, especially immunizations and the school's partnership with community health services. The final module will focus on the exceptional child and will include information on the laws for this population, special education, and specific physical and mental health disabilities. There will be at least 12 hours of clinical practicum within this cluster. At the completion of the cluster, the University of Delaware will award a *Certificate in Basic School Nursing*. Portions of each module will be offered in a distance format to enhance the flexibility for the working school nurse.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Emergency Preparedness and Response for School Nurses - 0614

Content Area(s): Health; Nursing

Sponsor: Health Services, DE DOE

Contact: Patricia Guilday

patricia.guilday@bsd.k12.de.us

Expiration Date: 3/13/2012

Abstract: The 90-hour “Emergency Preparedness and Response Cluster” was developed to provide the school nurse with the knowledge and skills necessary to appropriately prepare and/or respond to a natural or man-made disaster, a public health emergency, or a mass casualty incident. The ability of the school nurse to respond to a disaster or emergency is dependent upon his/her sense of clinical competence, perception of personal safety, as well as confidence in the safety of the school community. As part of the country’s overall plan for disaster preparedness, all nurses must have an understanding of disaster science and disaster preparedness

This cluster is designed in four modules partially facilitated by local disaster response and preparedness organizations to define and support the parameters for school nursing in disaster and emergency response. Through the pairing of didactic classroom presentations with demonstrations and field activities the school nurse will develop the essential skills of: triage, risk assessment, identification of support and resources, self-protection, recognition of the potential for incident, and identification of when a disaster/emergency incident has occurred.

The cluster will be offered in a central location at the DEMA headquarters in Smyrna. There are a combinations of on-line courses, evening classes from 6-9 pm, and Saturday classes from 9-3 spanning a 15 week period. Scheduling will be determined by the availability of emergency response personnel and training facilities at the time of the cluster. There will be a cost associated with the Red Cross and National School Nurse Association educational materials. Upon successful completion the participant will receive certificates from the sponsoring agencies.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

study groups in formulating and implementing changes in curriculum, instruction, and classroom assessment and support structures that will result in higher-level learning by all groups within the school.

This activity will require that leadership teams complete approximately ninety hours of training and practice over the duration of the scholastic year. Participants will attend training workshops and apply strategies in completing data-related work assignments between training sessions. In addition, teams will visit cohort schools to serve as “critical friends” in reviewing data-driven activities and initiatives.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Improving Student Achievement Through Understanding Cultural Diversity - 0316

Content Area(s): Leadership Skills; School Leadership

Sponsor: Sussex Technical School District

Contact: John Kreitzer jkreitzer@sussexvt.k12.de.us

Expiration Date: 11/8/2008

Abstract: Realizing that students in today’s schools come from varied cultural environments, this ninety hour professional leadership development cluster will enhance administrators’ understanding of students from a cultural perspective and result in a school-wide action plan to improve student achievement by targeting cultural and diversity issues. This cluster is designed to support ISLLC Standards 4 and 6 and Delaware Administrator Standards. Activities (reflective journaling, mentoring, scholarly readings, literary circles, focus groups, presentations and development of an action plan) will be evaluated using specific and well-defined rubrics.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Appoquinimink Leadership Academy - 0401

Content Area(s): Leadership Skills; School Leadership

Sponsor: Appoquinimink School District

Contact: Tony Marchio tony.marchio@appo.k12.de.us

Expiration Date: 3/18/2009

Abstract: The Appoquinimink Leadership Academy (ALA) will provide professional development for district administrators to address ISLLC standard #2. It will require mandatory attendance of all district administrators for the 2003-2004 school year and will provide a support system for

administrators, a focus on research-driven instructional practices, ongoing investigations into current challenges identified by educational leaders as well as those found in recent educational publications. The activities in the academy will include the researching of current instructional strategies aimed at improving the education of all students. The investigation of current literature will be facilitated by district leaders who will analyze and present findings individually and as a member of established cohorts.

The initial focus will be on the alignment is ISLLC standard #2 with the “No Child Left Behind” legislation as well as individual school goals. The Academy will be facilitated by the assistant superintendent who will be assisted by the curriculum and student services departments. The primary focus will be on the development of instructional leadership in our schools.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Consultation Skills for IST Members - 0403

Content Area(s): Leadership Skills; Group Process

Sponsor: Delaware Department of Education

Contact: Karen Jones kjones@doe.k12.de.us

Expiration Date: 5/4/2009

Abstract: Instructional Consultation Training (ICT) represents a comprehensive professional development experience for Instructional Support Team facilitation. This model has been shown to improve student behavior and achievement, especially for at-risk populations. This cluster provides any team member with training to lead teachers in timely, on-topic professional development. Participants will develop knowledge and skills to enhance school-wide collaboration, enhance application of best practices of instructional assessment and delivery, problem solve, and assist teachers to apply new learning to their entire class. This cluster addresses critical standards, including creating positive learning environments, using multiple assessment & instructional strategies, encouraging professional growth through collaboration, and developing systemic leadership skills. Prerequisites for participation in this cluster include a 3-year principal and district-level commitment and membership on a current or planned school-based team. Activities include traditional training, modeling, demonstrations, skills practice with teachers and students, on-line or in-person coaching, written reflection, and self-evaluation. Evaluation activities will assess participants’ knowledge and skill development in the areas of collaborative instructional consultation skills, assessment skills, and documentation of student progress.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: The Leadership Institute - 0313

Content Area(s): School Leadership

Sponsor: Indian River School District

Contact: Susan Bunting sbunting@irsd.k12.de.us

Expiration Date: 8/21/2008

Abstract: The Leadership Institute will provide high-quality professional development to principals, assistant principals, and central office administrators, leading to the accomplishment of ISLLC Standards 1 and 2. State personnel, independent consultants, and district specialists will train administrators to recognize and ensure the implementation of research-based instruction in classrooms. Such “experts” will offer training on the implementation of appropriate scientifically-based teaching practices, particularly those which have proven effective in closing the achievement gap. Participants will read and discuss books by selected authors as well as the consultants who will provide professional development; they will simultaneously engage in action research related to discussions in their professional learning communities. Moreover, the Institute is designed to hone the instructional leadership skills of administrators. As a result, student achievement will improve, and the gaps between subgroups will narrow.

Salary Supplement: *This cluster has a value of 2% of the educator’s base salary, valid for five years.*

Title: Leadership Institute II - 0416

Content Area(s): Leadership Skills

Sponsor: Indian River School District

Contact: Susan Bunting sbunting@irsd.k12.de.us

Expiration Date: 9/16/2009

Abstract: Leadership Institute II will provide high-quality professional development to extend the skills and knowledge gained by principals, assistant principals, and central office administrators during the Leadership Institute cluster; to further promote the accomplishment of ISLLC Standards 1 and 2; and to strengthen the professional learning communities evolving in schools throughout the Indian River School District. Independent consultants and district specialists will enhance administrators’ ability to evaluate the implementation of research-based instruction in classrooms. Such “experts” will improve participants’ competence in analyzing data, subsequently modifying instruction, monitoring “best practice” instruction, and evaluating programs to determine how well they augment students’ ability to meet the state standards. Participants will read, discuss, and explore strategies recommended in books by selected authors; they will simultaneously engage in action research related to discussions in their professional learning communities.

Moreover, the Institute is designed to continue the honing of instructional leadership skills of administrators. As a result, student achievement will improve and the gaps between subgroups will narrow. **Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.**

Title: Leadership Institute III - 0520
Content Area(s): Leadership Skills; Administrator Skills; Pedagogy
Sponsor: Indian River School District
Contact: Susan Bunting sbunting@irsd.k12.de.us
Expiration Date: 10/17/2010

Abstract: Leadership Institute III will provide high-quality professional development to extend the skills and knowledge gained by principals, assistant principals, and central office administrators during the Leadership Institute and Leadership Institute II clusters; to further promote the accomplishment of ISLLC Standards 1 and 2; and to strengthen the professional learning communities evolving in schools throughout the Indian River School District. Independent consultants and district specialists will enhance participants' competence in monitoring the classroom implementation of research-based strategies proven to increase student achievement. Leadership Institute III will primarily emphasize the critical development and use of tools, processes, and communication avenues to facilitate the monitoring of "best practice" and learning focused strategies implementation. Participants will read, discuss, and explore selected authors' recommendations for increasing learning. Simultaneously, they will engage in related action research in the form of "learning walks" and the facilitation through of their professional learning communities' consistent and pervasive use of learning focused strategies. In addition, the cluster will further develop administrators' instructional leadership skills. As a result, it is intended that student achievement will improve and the gaps between subgroups will narrow.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Inclusive Schools Initiative: Leadership Team - 0418
Content Area(s): Leadership Skills; Teaching and Administrator Skills
Sponsor: Delaware Department of Education
Contact: Karen Jones kjones@doe.k12.de.us
Deborah Boyer dboyer@udel.edu
Expiration Date: 12/14/2009

Abstract: The Inclusive Schools Initiative Leadership (ISIL) Cluster is designed for school-based teams to participate in a process of training and guided activities that effect change to create an inclusive school environment. Although there are no prerequisite courses, staff are required to participate in teams and the school principal must be in support of creating an inclusive school during the following school year(s). One of these team members must be an administrator and the team should be representative of the school. Other members can be general and special education teachers, teachers of specials/electives, school psychologists, educational diagnosticians, counselors, family members and others.

The module units that comprise this cluster are:

- Building Leadership Teams
- Data Mining
- Person-centered Planning

The module training comprises approximately one third of the cluster hours. The remaining two thirds of the cluster hours are accrued through implementation, coaching and feedback, and reflection. Thus, participants in this cluster should expect to be leading their school staff in the creation and implementation of an inclusive school environment.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Assessment for Learning – Putting it into Practice: Part One Assessment for Learning - 0417

Content Area(s): Leadership Skills; Teaching and Administrator Skills

Sponsor: Brandywine School District

Contact: Lyn Newsom Carolyn.newsom@bsd.k12.de.us

Expiration Date: 12/14/2009

Abstract: The focus of this cluster is the implementation of formative assessment by both teachers and students based on the research of Black, Harrison, Lee, Marshall, and Wiliam. Our text will be Assessment for Learning – Putting It Into Practice and the article Working Inside the Black Box (*Phi Delta Kappan* September 2004). Dylan Wiliam will lead us in implementing this reliable and valid research project referenced in his text. In a previous research group the lowest level students improved three standard deviations on a national test. This project has yielded students taking more interest in and responsibility for their own learning.

District wide grades 7-12 science and mathematics teachers will be trained in formative assessment strategies such as questioning, feedback, sharing criteria with learners, student self/peer/group assessment, and the formative use of summative assessment. Teachers will then use these strategies in the classroom. After reflection and adjustments, teachers will work with their formative assessment strategy team and their

subject area team to develop an action plan for a future nine week unit. Teachers will journal their work and will be video taped and observed implementing these assessments for learning.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Assessment for Learning – Putting It Into Practice: Part Two: Putting It Into Practice - 0501

Content Area(s): Leadership Skills; Teaching and Administrator Skills

Sponsor: Brandywine School District

**Contact: Michelle Holland michelle.hollard@bsd.k12.de.us
Michelle Kutch michelle.kutch@bsd.k12.de.us
Lyn Newsom carolyn.newsom@bsd.k12.de.us**

Expiration Date: 5/19/2010

Abstract: The focus of this cluster is putting into practice the formative assessment strategies and action plan from the required cluster Assessment for Learning – Putting It Into Practice: Part I: Assessment for Learning, learning about the various tests that could be used to track learning gain, then calculating the gain in student learning. The implementation of formative assessment by both teachers and students is based on the research of Black, Harrison, Lee, Marshall, and Wiliam. Our text will be Assessment for Learning – Putting It Into Practice. Dylan Wiliam will lead us in implementing this reliable and valid research project referenced in his text. In a previous research group the lowest level students improved three standard deviations on a national test. This project has also yielded students taking more interest in and responsibility for their own learning.

Formative assessment strategies such as questioning, feedback, sharing criteria with learners, student self/peer/group assessment, and the formative use of summative assessment have been embedded in the secondary mathematics or science teacher's nine week action plan. The action plan will continuously be reflected upon and adjusted based on input from the teacher's content area, formative assessment strategy, and building, collegial teams. Each teacher will calculate the change in student learning for his or her own students at the conclusion of the cluster.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Positive Behavior Support for Individual Students - 0511
Content Area(s): Leadership Skills; Teaching and Administrator Skills
Sponsor: University of Delaware, Delaware Department of Education
Contact: Deborah E. Boyer dbover@udel.edu
Expiration Date: 8/17/2010

Abstract: The Individual Positive Behavior Support (PBS) Cluster is designed for school staff to participate in a process of training and guided activities that result in the creation of a support/intervention program for students with challenging behavior. The training provides skills and strategies for staff to work in teams to address the needs of these students. Participants will learn specific skills in the area of assessment, planning processes, intervention development and outcome evaluation to support students with these more complex needs. Schools have a growing number of students who need behavior support and many have areas of concern which extend beyond the school environment, but which impact their learning. Having groups of staff within buildings knowledgeable about providing group and individual interventions, and skilled at coordinating with other community members and agency staff, is critical. Staff should attend the training in teams for this reason. Team members should be school staff that work with students with moderate to severe behavior issues, such as school psychologists, educational diagnosticians, counselors, and teachers. Teams must be from a school implementing School-wide PBS. School-wide PBS provides a foundation of positive and preventative strategies which can be built upon to assist students with more significant behavior problems who don't respond to whole school prevention strategies. School-wide PBS also establishes a culture in which staff recognize the importance of systemic change and uses data to make decisions and evaluate program effectiveness, both of which are critical when working with individualized interventions. Having School-wide PBS in place makes individualized interventions more effective, thus it is an important pre-requisite to this cluster.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: NCCVT Instructional Leadership - 0510
Content Area(s): Leadership Skills; Teaching and Administrator Skills; Pedagogy
Sponsor: New Castle County Vocational Technical School District
Contact: Deborah Zych Deborah.zych@nccvt.k12.de.us
Expiration Date: 8/17/2010

Abstract: The NCCVT Instructional Leadership Cluster will provide high-quality professional development to extend the skills and knowledge gained by administrators and specialists during the replication of the Leadership Institute cluster; to further promote the accomplishment of ISLLC Standards 1

and 2; and to strengthen the targeted instructional focus in schools throughout the New Castle County Vo-Tech School District. The Director of Instruction and the Supervisor of Curriculum will focus on the implementation of research-based instruction in classrooms during cluster sessions. Participants will read, discuss, and explore proven strategies. They will engage in action research in the form of “walk-throughs” and “student shadowing”. Moreover, the cluster is designed to continue the development of instructional leadership skills of administrators. As a result, it is intended that student achievement will improve in both career and academic classrooms

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Increasing Instructional Leadership Capacity in NCCVT - 0661

Content Area(s): Leadership Skills; Teaching and Administrator Skills

Sponsor: New Castle County Vo-Tech School District

Contact: Deborah H. Zych Deborah.zych@nccvt.k12.de.us

Expiration Date: 7/17/2011

Abstract: The "Increasing Instructional Leadership Capacity in NCCVT" cluster will provide high-quality professional development to extend the skills and knowledge gained by administrators and specialists during Leadership Clusters I and II; to further promote the accomplishment of ISLLC Standards 1 and 2; and to strengthen the targeted instructional focus in schools throughout the New Castle County Vo-Tech School District. The Director of Instruction, Content Specialists, Vocational Specialists, and Principals will focus on the implementation of research-based instruction in classrooms during cluster sessions. Participants will read, discuss, and explore proven strategies. They will engage in action research by participating in 4 five-hour site visits to each of the districts’ four high schools. Moreover, the cluster is designed to continue the development of instructional leadership skills of administrators. As a result, it is intended that student achievement will improve in both career and academic classrooms.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: School Leader Internship - 0656

Content Area(s): Leadership Skills; Teaching and Administrator Skills

Sponsor: State Action for Education Leadership Project / DOE

Contact: Susan Bunting sbunting@irsd.k12.de.us
Jacquelyn Wilson jowilson@udel.edu

Expiration Date: 5/17/2011

Abstract: The School Leader Internship cluster provides a 90-hour internship experience for Delaware’s aspiring administrators. The succession plan includes both interns and their principal mentors in a series of rich and varied staff development opportunities designed to prepare the intern participants to assume the role of educational leaderships in schools throughout the state. Selected “high potentials” representing eight districts (Appoquinimink, Brandywine, Caesar Rodney, Capital, Indian River, Laurel, Woodbridge, and the Sussex Academy of Arts and Sciences) will be assigned to specific sites; under the tutelage of building administrators, they will be assigned special projects determined by the district. Activities for interns might include administrative tasks such as supervising summer school, calculating unit count, overseeing a remedial program, designing a family literacy initiative, guiding committee work, and implementing a segment of an improvement plan. In essence, cluster intern participants will engage in activities that will prepare them for principal and assistant principal positions at either the elementary or secondary level under the tutelage of their administrative mentors.

Salary Supplement: *This cluster has a value of 2% of the educator’s base salary, valid for five years.*

Title: Teachers Network Leadership Institute: Delaware - 0703

Content Area(s): Leadership Skills

Sponsor: Rodel Foundation of Delaware

Contact: Michael Rasmussen mrasmussen@rodelfoundations.org

Expiration Date: 1/1/2013

Abstract: The Teachers Network Leadership Institute brings together teachers, policy makers, and researchers to help teachers develop the skills they need to be active participants in shaping education policy that benefits all students. It is intended for public school teachers that have an interest in developing leadership skills that will affect their practice in the classroom as well as develop their professional interests beyond the classroom. Participants will:

- Meet monthly to discuss education policy issues with relevant policy makers;
- Receive training on conducting research that improves classroom practices:

- Design and conduct policy research projects; and
- Learn how to use that research to impact policy issues.

Teachers will be participants in a national network of teachers and policy makers interested in bringing the teachers voice to the table when education policy decisions are being made, and will have the opportunity to meet and network with teachers and policymakers from around the nation.

Interested teachers will need to fill out an information form and attend a two hour orientation session prior to beginning the program.

Note: Formerly, participants in TNLI were awarded a stipend at the completion of their work. Going forward, teachers participating in TNLI will only be eligible for Cluster Credit.

Salary Supplement: This cluster has a value of 4% of the educator's base salary, valid for five years.

MATHEMATICS

Title: Mathematics Knowledge and Pedagogy for Elementary Teachers - 0319

Content Area(s): Mathematics

Sponsor: Christina School District

Contact: Susan Carlin Williams carlins@christina.k12.de.us
Margie Bickling

Expiration Date: 1/28/2009

Abstract: This cluster will assist kindergarten through sixth grade math teachers in the development and deepening of math content and pedagogy in content areas of algebra, geometry, probability and statistics and support collaborative lesson analysis. Teachers will attend three content courses and participate in three implementation and lesson analysis projects that focus on student learning in the ascribed content areas. Teachers will develop a team lesson analysis plan that will consist of focusing on three students per teacher and documenting student growth of their content knowledge as it coincides with materials directly learned from the courses and from the standards based lessons implemented during the timeline of the three courses.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: Proportional Reasoning in Math and Science - 0414

Content Area(s): Mathematics; Science; Pedagogy

Sponsor: University of Delaware

Contact: Kathy Hollowell kathyh@udel.edu

Expiration Date: 8/17/2009

Abstract: This cluster is designed to increase grade 5-9 math and science teachers' knowledge and understanding of fractions, ratios, and proportional reasoning and how those concepts should be taught to students across a wide range of abilities. It is a foundational course for practicing teachers, math and science specialists, and special education teachers responsible for teaching these topics. The course addresses several crucial standards in both math and science and will help teachers understand the connections that must be built between math and science instruction in order to maximize student understanding. Teachers will work in groups as learning teams, using *Lesson Study* to research best practice for targeted topics and use that research to improve the lessons. They will also be learning individually in a more traditional learning mode. Each participant will choose a project to complete before

the end of the course, based on their current career activities (for example, teaching, mentoring, professional development, special education). Inquiry and hands-on activities that demonstrate the connections between math and science will be part of every session. The cluster consists of twelve 3-hour direct instruction sessions spread over a four to five month period, research, homework, and a project that will entail an additional 36 hours, reflection and refinement of the project based on feedback, and a summary paper that will require 18 hours, and 10 hours developing appropriate assessments and rubrics. A content pre and post test will be administered to inform instruction and so that teachers will be able to calibrate their own understanding, and growth of understanding of big ideas related to proportional reasoning as they play out over the math and science content standards.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Elementary Mathematics Teacher Network - 0502

Content Area(s): Mathematics; Pedagogy; Leadership Skills

Sponsor: Math Quest

Contact: Susan Carlin Williams susancarlin250@hotmail.com
Valerie Maxwell vmaxwell@udel.edu

Expiration Date: 5/19/2010

Abstract: The Elementary Math Teacher Network cluster is designed to provide professional development to elementary math teacher leaders who are willing to guide and support peers in the advancement of math content knowledge, pedagogy, and collaborative analytical design methods. *Elementary math teacher leaders may be cadre members, instructional coaches, or classroom teachers.* The Elementary Math Teacher Network cluster will: strengthen participants' presentation skills through research, reflective practice, and formal and informal professional development presentations; provide collaborative tools for participants to strengthen their home base professional learning communities; provide training in data literacy that can be shared with their home base professional learning communities.

The purpose of the Elementary Math Teacher Network cluster is to provide opportunities for participants to research, analyze, and present best practices for the professional development of elementary math teachers, and to analyze and present the researched best methods of delivering instruction to diverse student learners for continuous mathematics instructional improvement and improved *student learning*.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Real World Mathematics - Applications in the 21st Century - 0665

Content Area(s): Mathematics; Pedagogy; Leadership Skills

Sponsor: Salisbury University/Delaware DOE: ITQ Grant

Contact: Michael Bardzell mjbardzell@salisbury.edu
Jennifer Bergner abergner@salisbury.edu

Expiration Date: 7/17/2011

Abstract: Middle School and high school students regularly ask the question “When will I ever use this?” when taking mathematics courses such as algebra and geometry. The goal of this cluster is to provide innovative contextualized activities that tie many of the principal mathematical areas being taught at the middle and high school levels (e.g. algebra, geometry, statistics) with real-world applications with which the students can identify and recognize the relevance. Participants of this cluster must be current middle or high school teachers of mathematics or educators who have access to such mathematics classes. Participants must be from one of the Delaware School districts. Both content and pedagogical knowledge will be part of the professional development. Delaware and professional teaching standards, Delaware mathematics standards, and the National Council of Teachers of Mathematics standards will be used to guide development and implementation of cluster activities.

The cluster will unite a group of mathematics teachers in an active learning community that will engage the participants in whole group, small group and individual explorations in solving real world problems that address the Delaware Grade Level Expectations (GLE’s). The participants will also use these problems as a model for creating their own developmentally appropriate lesson plans for mathematically relevant and student-appropriate explorations.

The cluster is designed to span six to seven months. Prior to the workshop, the participants will start an examination into how their current curriculum is aligned with the Delaware GLE’s and read relevant literature regarding creating inclusive problem solving environments in the mathematics classroom. During the workshop, the instructors will model the instructional cycle - from the choosing and development of good activities that align with the Delaware goals and standards, the development of instructional strategies that engage the students, and the role that both formative and summative assessment should play throughout development and implementation.

The participants will also be developing lesson plans that model the workshop approaches (both pedagogy and content) that they can bring into their classrooms. After conclusion of the workshop, the teachers will bring these new approaches into their classroom and participate in teacher-to-teacher observations with feedback. The cluster will conclude with a final gathering for teacher presentations and closing reflections. Impact on the cluster participants will include enhanced content knowledge and new pedagogical approaches to teaching mathematics. Pre- and post-tests, teacher journals, whole group discussions, lesson plan designs, and teacher-to-teacher observations will be used to assess the impact of the summer workshop on the participants.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Teachers as Problem Solvers - 0657

Content Area(s): Mathematics; Pedagogy

Sponsor: Capitol School District Caesar Rodney School District

Contact: Valerie Maxwell vmaxwell@udel.edu
Noah Newcomer nsnewcomer@capital.k12.de.us
Jamila Riser jgriser@lf.k12.de.us
Janice Shetzler janice.shetzler@cr.k12.de.us

Expiration Date: 5/17/2011

Abstract: “Teachers as Problem Solvers” is a 90-hour cluster designed to provide professional development to mathematics teachers in grades 5-9. The course will focus on developing specific teaching and content skills that enhance mathematics problem solving and algebraic reasoning in the middle school. Throughout the course, the concepts and content of algebra will be taught by modeling the pedagogy that promotes problem-solving. The goal is to develop a deeper understanding of how student reasoning evolves and to cultivate a community of learners who love to problem-solve. Drawing from a variety of mathematics resources, teachers will investigate the development of student thinking through immersion in the study of algebra. Using case studies and classroom videos, the role of teacher collaboration and reflective practice will be strengthened. Teachers’ action research into student thinking will provide a vehicle for reflection about student achievement and motivation.

“Teachers as Problem Solvers” will provide opportunities for participants to research, analyze, and present best practices to diverse student learners. The goal is for teachers to leave the course with deeper content knowledge and added understanding of classroom tools for diagnosing and promoting student reasoning. **Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.**

Title: Secondary Math - 0601

Content Area(s): Mathematics; Pedagogy

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 10/10/2011

Abstract: Teachers participating in the Secondary Math cluster will receive the skills and knowledge necessary to using virtual manipulatives with algebra lessons; applying meaningful data, both from online

sources and through basic software (e.g., spreadsheets), to apply in the math classroom; and developing strategies to encourage and promote the formation of algebraic thought processes in students.

Teachers will take three (3) online courses developed by EDC (Education Resource Center): (1) Getting Ready for Algebra with Virtual Manipulatives; (2) Using Real Data in the Math Classroom; and (3) Using Patterns to Develop Algebraic Thinking. Each course takes place entirely online over a six-week period with the student spending approximately five hours per week completing assignments.

The culminating activity will be the piloting of three lessons developed throughout the three courses. The incremental development of the lessons will include examination of student needs; utilization of virtual manipulatives for algebra lesson development; identification and application of meaningful data that is relevant to math classrooms; and implementation of strategies to encourage and promote algebraic thinking in students.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

PEDAGOGY

Title: School-wide Positive Behavior Support - 0318

Content Area(s): Pedagogy; Leadership Skills; Teaching and Administrator Skills

Sponsor: Delaware Department of Education and Center for Disabilities Studies

Contact: Deborah E. Boyer dboyer@udel.edu
Brian Touchette btouchette@doe.k12.de.us

Expiration Date: 11/8/2008

Abstract: The School-wide Positive Behavior Support (PBS) Cluster is designed for school-based teams to participate in a process of training and guided activities that result in the creation of a unique program for their school. Although there are no prerequisite courses, staff are required to participate in teams and the school principal must be in support of implementing School-wide PBS during the following school year. One of these team members must be an administrator and the team should be representative of the school. Other members can be general and special education teachers, teachers of specials/electives, school psychologists, educational diagnosticians and counselors.

The modules that comprise the cluster are:

- § School-wide Module
- § Assessment/Evaluation Module
- § Collaboration with Families Module
- § Cultural Competency Module

The module training comprises approximately one third of the cluster hours. The remaining two thirds of the cluster hours are accrued through implementation, coaching and feedback, and reflection. Thus, participants in this cluster should expect to be actively implementing School-wide PBS by the end of the process.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Inclusive Schools Initiative: Practitioners - 0419

Content Area(s): Pedagogy; Leadership Skills; Teaching and Administrator Skills

Sponsor: Department of Education

Contact: Karen Jones kjones@doe.k12.de.us
Deborah Boyer dboyer@udel.edu

Expiration Date: 12/14/2009

Abstract: The Inclusive School Initiative (ISI) Practitioner Cluster is designed for schools to participate in a process of training and guided activities that result in the implementation of inclusive practices tailored to their school. The modules cover a range of professional development arena's including pedagogy, leadership skills, and teaching and administrator skills. Differentiated instruction and incorporating technology into instruction are taught in the Universal Design for Learning (UDL) Module. The Collaboration module includes training in group process. Assessment methods cross several modules including UDL, Assessing and Reporting Student Progress, Tiered Literacy and Peer Assisted Learning Strategies. This training is designed for building-based staff and participants must be part of a school with an ISI Building Leadership Team (BLT) supporting the implementation of inclusive school practices. The comprehensive nature of the cluster is important to achieve the goal of systemic change within an entire building. Thus, the cluster is relevant for teachers, specialists and administrators and relates to both Professional Teaching Standards and Administrator Standards. In order to support the transfer of knowledge into practice, schools must have their staff organized into learning communities within the school. These will have been determined by the BLT and should correspond to whatever team structure is best suited for that building, be it grade level teams, content area teams, or vertical teams with staff who cross grades or content areas.

The four core modules that comprise this cluster are:

- Opening Doors to Inclusive Schools
- Universal Design for Learning
- Collaboration Module
- Assessing and Reporting Student Progress

Schools also select one of the following three modules:

- Culturally Responsive Classrooms
- Tiered Literacy Design
- Peer Assisted Learning Strategies

Each school will receive training in the four core modules plus one of the optional modules that has been determined by their school BLT, resulting in five training units. These trainings comprise slightly more than half of the cluster hours. The remaining cluster hours are accrued through implementation, feedback, and reflection. Participants in this cluster should expect to be actively implementing Inclusive school practices by the end of the process. Building Leadership Teams may choose to send a learning team (must include at least three staff) from their school to a different optional module based on the needs of those individuals and availability of training.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Roadmap to Results through Instruction and Collaboration – 0505

Content Area(s): Content Knowledge; Pedagogy; Teaching and Administrator Skills; Brain Research

Sponsor: New Castle County Vocational Technical School District

Contact: Shelly Rouser srouser@nccvt.k12.de.us

Expiration Date: 7/10/2010

Abstract: This cluster aims to provide both academic and vocational teachers and specialists with information and experiences that result in student learning and increased achievement. To fulfill this mission, the overall goals of the materials, cohort meetings, and related activities will help teachers do the following:

- Learn and apply tested strategies (*as researched by Marzano et.al., 2001*) to their classroom practice. These strategies include Setting Objectives and Providing Feedback, Cooperative Learning, Identifying Similarities and Differences, and Summarizing and Notetaking.
- Experience the value of professional collaboration for planning and analyzing lessons, sharing and analyzing student work, and reflecting on and discussing peer visits.
- Recognize collaboration as a viable tool for improving their instruction and ultimately increasing student achievement.

The primary focus centers on Delaware Professional Teaching Standard #7 (Instructional Strategies) and #10 (Professional Relationships). The cluster will concentrate on both the knowledge of selected teaching strategies, the instructional and brain research behind these strategies and the pedagogy to use them in the classroom. During the four-day summer workshops, participants will engage in activities that model effective skills for working with others in a professional learning community. Individuals will be placed in school based Learning Teams that will do peer visits and collaborate on a regular basis throughout the cluster experience. These teams will be responsible for creating a team charter and an end-of-cluster presentation. Monthly Cohort meetings will concentrate on the professional readings and a thorough study of the selected strategies. Individual activities include lesson planning, readings, reflection journals, and production of a professional portfolio.

By maintaining a professional portfolio of created lessons and reflections on learning experiences throughout the cluster; teachers will see evidence of professional growth and increased student achievement.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Once Upon a Time: Great Beginnings for Young Writers - 0524

Content Area(s): Content Knowledge; Pedagogy

Sponsor: Morris Early Childhood Center/Milford School District

Contact: Mary Herrera mherrer@mail.milford.k12.de.us

Expiration Date: 12/19/2010

Abstract: This 90-hour cluster is designed to increase the content knowledge and pedagogy of pre-K, K, and 1st grade teachers of the Morris Early Childhood Center through a focused study of research-based early writing development strategies. Through interpretation of our district's recent trend data as well as our own staff needs survey, we know that we need to concentrate on development of beginning writing strategies, including story structures, conventions of writing, development of voice, and writing across all curricular areas. Standards supported by this cluster include those in English Language Arts, Professional Teaching Standards, ISSLC Standards for school administrators, and the National Staff Development Standards. There are no prerequisites for participation in this cluster though participants will certainly have benefited to have gone through the first Morris cluster, Closing the Gap Early: Pre-K, K, 1 Literacy Development.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: Schools Attuned Program - 0513

Content Area(s): Pedagogy

Sponsor: Caesar Rodney School District

Contact: Louann Carlson louann.carlson@cr.k12.de.us

Expiration Date: 8/17/2010

Abstract: The Schools Attuned program is a comprehensive, yearlong professional development program for K-12 educators. Program participants include teachers, specialists (such as school psychologists and speech pathologists), and school administrators. The Schools Attuned professional development program encompasses pre-course work, a core instructional course with a certified trainer (minimum of 46 instructional hours), classroom application and on-going training throughout the school year (minimum of 45 hours).

The curriculum is based on focused study (content) and school based application (process) of the eight neurodevelopment constructs that affect learning. The design of the program incorporates these elements:

- Videos featuring Dr. Levine and demonstrating the neurodevelopmental content at work in classrooms (Developing Minds multi-media library)

- Readings from books and articles by Dr. Levine and other experts
- Small group work to provide for active assimilation of content and practice of skills
- Case studies to help participants understand the constructs and the composition of a unique learning profile of specific strengths and weaknesses
- Demonstration of and practice using the tools and processes of the Schools Attuned approach
- Online learning, resources, networking and study groups during the year
- Classroom embedded practicum experiences

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Differentiating Classroom Strategies to Facilitate Student Learning - 0522

Content Area(s): Pedagogy

Sponsor: Delaware Department of Education, Appoquinimink School District

Contact: Deborah Hansen, dhansen@doe.k12.de.us
Deborah Panchisin, dpanchisin@appo.k12.de.us

Expiration Date: 11/8/2010

Abstract: *Differentiating Classroom Strategies to Facilitate Learning* professional development cluster will improve administrators' and teachers' ability to focus on improving classroom practices as a means of increasing student achievement. During the year-long 90 clock-hour cluster participants will be actively engaged in pursuit of knowledge and skills that will foster a deeper understanding of the content area(s) they teach, a greater understanding for the process of learning, a greater appreciation for the needs of each individual student in their classroom and will explore and use a variety of principles and practices for addressing these concerns. Differentiating strategies will be available through on-line instruction and face to face seminars from nationally acclaimed practitioners. Classroom practicum and action research will relate theory to practice. Finally, cluster participants will develop a community of learning through collegial interaction, peer coaching and mentoring via the internet.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Student Focused Coaching Series - 0603

Content Area(s): Pedagogy

Contact: Linda Poorman lporman@colonial.k12.de.us
Beth Greenstein bgreenstein@colonial.k12.de.us

Sponsor: Colonial School District

Expiration Date: 10/10/2011

Abstract: This 2% cluster provides Colonial School District content teachers of grades K-12 with a series of structured coaching sequences. The coaching sequences support and structure opportunities to initiate change in pedagogy as teachers implement core programs and exercise crucial judgments about what to teach in standards based classrooms. Participants learn together through active, hands-on experiences that model standards based concepts, strategies, and organizational structures that are to be applied in their classrooms and schools. Implementation of core programs is examined with a focus on increasing student engagement in the learning process. The principles of Understanding by Design guide unit and lesson planning in a content standards-based context. Coaching activities are blended with discussions of current research-based concepts.

This cluster addresses both content and pedagogy as they relate to the specific needs of participants and is designed specifically for classroom teachers. Lesson design, classroom try-out, coaching, feedback, and communities of learners are key components.

Content learning is studied in the context of a learning community where participants engage in a variety of reading and content pedagogy development activities. These activities are then structured into lessons and units for use in daily classroom experiences. Participants complete a variety of products and activities that are included in a final portfolio and presented at the end of the cluster. Tangible products include:

Read all assigned professional readings.

Identify four target areas for reflection and change, design cluster-based lessons in those areas and implement those plans in the classroom following the progression of ideas in the classes.

Schedule opportunities for coaching and feedback during these implementations.

Complete five reflection journals, four of which are reflections of the try-outs in the identified target areas, and a final reflection of the collective experience and the impact that it has had on content instruction and pedagogy.

Meet as learning teams following planning and coaching sessions to debrief and problem solve. Keep individual summaries of these sessions in your portfolio.

Create a video of a try-out implementation and share 20 minutes of the video within your community of learners. Give and receive feedback using guide sheet.

Prepare a display of student work samples to share with your cluster content group and explain the context and the content of the samples as they demonstrate enduring understandings of content standards. Samples of student work should include pieces from the beginning of the year, so that a pre and post comparison can be seen.

The cluster is designed to support Delaware Content Standards and GLEs in all core content areas, the Delaware Professional Development Standards and the National Staff Development Council Standards. **Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.**

Title: Authentic Web-based Projects to Enhance Student Achievement - 0650

Content Area(s): Pedagogy; Teacher and Administrator Skills

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 2/17/2011

Abstract: In many instances, students have difficulty transferring what they learned in the classroom to “real life” situations. We must “bridge the gap” between what goes on in school and what occurs in the community at large. This can be accomplished with authentic, challenging, and exciting Web-based projects that enhance learning opportunities and foster student interest. An authentic, challenging task is the starting point for all students to practice advanced skills, work in collaborative groups, receive coaching from the teacher, and receive a sense of accomplishment over an extended period of time.

Teachers participating in the Authentic Web-based Projects to Enhance Student Achievement cluster will receive the skills and knowledge necessary to have his/her students successfully participate in authentic, Web-based projects. To receive the initial instructional strategies, teachers will take on online course from PBS TeacherLine titled, Utilizing Technology in Creating Problem-Based Curriculum. The course takes place over a six week period. Teachers will also receive in-person training on Website development and photo manipulation, then actively participate in an authentic, Web-based project. The participants will be engaged in active learning by researching information, developing content, and designing the delivery / presentation of that content through a Website. In turn, the participant will have the background and experience to duplicate this process in the classroom with his/her students.

The authentic, Web-based project that the teachers will participate in during the cluster will duplicate the International Schools CyberFair (<http://www.globalschoolhouse.org/cf>) project, an award-winning, authentic learning program used by schools and youth organizations around the world. The actual CyberFair competition is geared toward children ages 5-19 (that means the product that is produced by the teachers in this cluster can't be entered into the competition), and is designed to be appropriate for K-12 education, no matter the grade level or content area. This allows the teacher (or students) to select an appropriate area for the content standards that will be addressed.

The cluster participants will duplicate the process of developing a complete CyberFair project as follows. The CyberFair project encourages youth to connect the knowledge they learn in school to real world applications. Recognition is given to the best projects in each of eight categories: (1) Local Leaders; (2) Community Groups and Special Populations; (3) Businesses and Organizations; (4) Local Specialties, Sports and Health; (5) Local Attractions (Natural and Man Made); (6) Historical Landmarks; (7)

Environmental Awareness and Issues; and (8) Local Culture, Music and Art Forms. Every CyberFair project also includes a “Project Narrative” that explains how the project has been organized, what challenges had to be overcome, and how the project supported local content standards.

This cluster will begin in the January / February timeframe with the initial meeting and the online course. The Website development and photo manipulation workshops will take place in the April / May timeframe. The participation in the authentic, Web-based project will be in the June / July timeframe.

This will allow the participants the opportunity to use the skills and knowledge during the following school year with their students as the students prepare an entry to be submitted in the CyberFair competition. The CyberFair competition begins the first of October.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Collaborative Instruction; Teaching Together to Implement the Delaware Recommended Curriculum - 0652

Content Area(s): Pedagogy; School Leadership; Teaching and Administrator Skills

Sponsor: Delaware Department of Education

Contact: Denise DiSabatino Allen dallen@doe.k12.de.us

Expiration Date: 3/17/2011

Abstract: To best facilitate the process of creating collaborative units, this cluster will be led by a school administrator, classroom teacher and library media specialist. The goal of this cluster is to plan and implement a collaborative unit. Classroom teachers, library media specialists, and administrators (optional) will work together as a team to develop and apply a standards based instructional unit incorporating the new Delaware Recommended Curriculum (DRC) and two of the four DRC learning principles: information literacy and technology literacy. Participation is limited to classroom teachers whose content areas are ELA and Math which have completed the standards revision process by the Delaware Statewide Recommended Curriculum Design Teams. Participants will enroll in the cluster as “educator teams” consisting of a classroom teacher, a library media specialist, and an administrator (optional). In subsequent years, library media specialists who have successfully completed the cluster may mentor cluster participants, classroom teachers and administrators, for Professional Development hours.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: **Forming and Reforming Reading/Writing/Talking Across the Curriculum:
Addressing the Needs of English Language Learners (ELLs) - 0653**

Content Area(s): **Content; Pedagogy**

Sponsor: **Colonial School District**

Contact: **Beth Greenstein** bgreenstein@colonial.k12.de.us
Linda Poorman lporman@colonial.k12.de.us

Expiration Date: **3/17/2011**

Abstract: Participants in this course learn how to address the language, literacy, and learning needs of the English Language Learners (ELLs) in their classes through active, hands-on experiences that model the concepts and strategies that are to be applied in their classrooms and schools. Practical activities are informed by research on second language acquisition, biliteracy development, and content-based second language instruction and they are blended with discussions of current research-based literacy concepts as presented in many language arts frameworks. These practical activities are blended with discussions of current research-based literacy concepts. Strategies to teach reading/writing/talking across all subject areas are explored, using a variety of grouping arrangements and alternatives to fragmented skill development. Participants work to establish a literate classroom environment using a co-constructionist theory of development and learning where they engage in a reciprocal dialogue of meaning making.

This cluster addresses both content knowledge and pedagogical skills as they relate to the specific needs of participants and partner districts. The cluster is designed for classroom teachers, and participants must have a Bachelor's Degree to enroll. Second language learning is studied in the context of a graduate level course where participants partake of a variety of reading and literacy development activities that are modeled for use in their own daily classroom experiences. Lesson design, classroom try-out, coaching and feedback are key components as well. Participants are evaluated on a variety of products and activities including final projects and journals. The cluster is designed to support the Delaware English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12, the core Delaware Content Standards, the Delaware Professional Development Standards and the National Staff Development Council standards.

This cluster is sponsored by the Colonial School District in partnership with the Penn Literacy Network (PLN). PLN is a comprehensive professional development/curricular enhancement program based in the Graduate School of Education at the University of Pennsylvania. PLN facilitators are professional educators who are or were classroom teachers, reading specialists, or school administrators, and are engaged in ongoing learning at the University of Pennsylvania. PLN 9 is a 4 ½ credit, continuing education graduate level course at the University of Pennsylvania.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: **Roadmap to Results II - 0666**
(Cues and Questioning, Nonlinguistic Representation, Reinforcing Effort and Providing Recognition)

Content Area(s): **Content; Pedagogy**

Sponsor: **New Castle County Vocational Technical School District**

Contact: **Darnel Grandell** dgrande@nccvt.k12.de.us

Expiration Date: **7/17/2011**

Abstract: This cluster aims to provide both academic and vocational teachers and specialists with information and experiences that result in student learning and increased achievement. To fulfill this mission, the overall goals of the materials, cohort meetings, and related activities will help teachers do the following:

- > Learn and apply tested strategies (as researched by Marzano et.al., 2001) to their classroom practice. These strategies include Reinforcing Effort and Providing Recognition, Nonlinguistic Representation, and Cues, Questions, and Advance Organizers.
- > Experience the value of professional collaboration for planning and analyzing lessons, sharing and analyzing student work, and reflecting on and discussing peer visits.
- > Recognize collaboration as a viable tool for improving their instruction and ultimately increasing student achievement.

The primary focus centers on Delaware Professional Teaching Standard #7 (Instructional Strategies) and #10 (Professional Relationships). The cluster will concentrate on both the knowledge of selected teaching strategies, the instructional and brain research behind these strategies and the pedagogy to use them in the classroom. During the two-day summer workshop, participants will engage in activities that model effective skills for working with others in a professional learning community. Individuals may sign up for the cluster as a team or will be placed in school based Learning Teams that will do peer visits and collaborate on a regular basis throughout the cluster experience. These teams will be responsible for creating a team charter and an end-of-cluster presentation. Monthly Cohort meetings will concentrate on the professional readings and a thorough study of the selected strategies. Individual activities include lesson planning, readings, reflection journals, and production of a professional portfolio.

By maintaining a professional portfolio of created lessons and reflections on learning experiences throughout the cluster, teachers will see evidence of professional growth and increased student achievement.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Closing the Achievement Gap: Understanding Poverty - 0654
Content Area(s): Pedagogy
Sponsor: Caesar Rodney School District
Contact: Lou Ann Carlson louann.carlson@cr.k12.de.us
Expiration Date: 4/17/2011

Abstract: This professional development cluster is based on the research and professional development model of Ruby Payne, Ph.D. Closing the Achievement Gap: Understanding Poverty, will provide a framework for understanding how economic class affects both mindsets and behavior and the subsequent implications for learning in a school environment. The initial three day workshop will provide the introduction to the concepts of resources, registers of language, discourse patterns and story structure, hidden rules, discipline, and support systems. In subsequent seminars, emphasis will be placed upon teaching the *what*, the *why*, and the *how* of learning. Two of Ruby Payne's books, *A Framework for Understanding Poverty* and *Understanding Learning* will be used in the cluster. Other activities for reflection and application include: Reflection Journals, Student Portfolios, Structured Interviews, and a Summary Paper.
Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: First Steps Toward Success in Full-Day Kindergarten - 0659
Content Area(s): Pedagogy
Sponsor: Delaware Department of Education
Contact: Jim Lesko jlesko@doe.k12.de.us
Expiration Date: 7/17/2011

Abstract: The professional development cluster "First Steps Toward Success in Full-Day Kindergarten" is designed to support kindergarten teachers who are preparing for, or already involved in, full-day kindergarten programs. This transition to full-day kindergarten in Delaware creates opportunities to build greater success for all kindergarten children, enhancing teachers' ability to get to know children's strengths and needs; to develop positive environments, classroom structures, and comprehensive assessment strategies; and to consider how to plan and implement enriched, cognitively complex curriculum that most effectively addresses Delaware's standards.

There are no prerequisites, but participants will be required to attend in teams of at least two teachers from the same building or district. The cluster is designed to begin with a three-day institute, followed by a series of workshops throughout the school year. Additionally, half of the cluster hours will be spent in classroom implementation, peer dialogue and support, participation in face-to-face or on-line study groups,

and other first-hand activities. Participants will complete a series of action research cycles based on self-assessment of their classroom environment and curriculum. Evaluation will be based on the contents of a portfolio including documentation of these action research cycles as well as other activities intended to result in enhanced learning for kindergarten students.

This cluster addresses Delaware Professional Teaching Standards, Delaware content standards in English/Language Arts, Science, Mathematics, World Languages and Social Studies and instructional planning using the Backward Design approach (McTighe & Wiggins, 2004).. Additionally, the cluster draws upon relevant national standards, including the Early Childhood Generalist standards of the National Board for Professional Teaching Standards.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Understanding by Design: Planning Integrated Curriculum for K-2 Classrooms - 0608

Content Area(s): Pedagogy

Sponsor: DOE Early Childhood Work Group, Center for Disabilities Studies

Contact: Nancy J. Edwards Edwards@udel.edu

Expiration Date: 10/10/2011

Abstract: Teachers of young children in grades Kindergarten through 2nd grade who are interested in using Understanding by Design as a framework to plan integrated unit plans using the Delaware Recommended Curriculum Unit Template will be interested in taking this course. This Early Childhood Work Group (University of Delaware) sponsored Cluster provides teachers with the opportunity to use the Understanding by Design backward design approach for planning integrated curriculum to “enhance their capacities in creating more engaging and effective learning” opportunities for young children. Teachers will have the opportunity to create integrated units of instruction “designed to engage students in inquiry, promote transfer of learning and provide a conceptual framework for helping students make sense of discrete facts and skills, and uncover the big ideas of content.”

This cluster will focus on content knowledge and pedagogy as they relate to the content standards in all curriculum areas. The cluster will support the professional development of individuals as well as cohorts of building or district teachers. The prerequisites for participation in this cluster include a desire to rethink time-honored habits about curriculum, assessment and instruction; a commitment to making changes to existing practices; to reflect, share, and learn with other professionals with similar goals and a willingness to embrace Understanding by Design as a framework to design unit plans using the Delaware Recommended Curriculum Unit Template. The cluster has been designed specifically for early childhood and elementary teachers of children in grades Kindergarten through 2nd grade. However, we encourage administrators, and other district leaders in instruction to participate.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Understanding by Design: Adopting the Delaware Template for Instructional Planning - 0607

Content Area(s): Pedagogy

Sponsor: Delaware Department of Education

Contact: Deborah Amsden damsden@doe.k12.de.us

Expiration Date: 10/10/2011

Abstract: To prepare teachers and school districts in Delaware to show their alignment with the state content standards, they will need to use the Delaware Recommended Curriculum Unit Template. This cluster will prepare teachers from various content areas and various districts to adopt the Understanding by Design as a framework to plan teaching units using the Delaware Recommended Curriculum Unit Template.

The Cluster provides teachers with the opportunity to use the Understanding by Design backward design approach for planning units of study to “enhance their capacities in creating more engaging and effective learning” opportunities for students. Teachers will have the opportunity to create units of instruction “designed to engage students in inquiry, promote transfer of learning and provide a conceptual framework for helping students make sense of discrete facts and skills, and uncover the big ideas of content.”

This cluster will focus on content knowledge and pedagogy as they relate to the content standards. The cluster will support the professional development of individuals as well as cohorts of building or district teachers. The prerequisites for participation in this cluster include a desire to rethink time-honored habits about curriculum, assessment and instruction; a commitment to making changes to existing practices; to reflect, share, and learn with other professionals with similar goals and a willingness to embrace Understanding by Design as a framework to design unit plans using the Delaware Recommended Curriculum Unit Template. The cluster has been designed for multiple leaders to provide a professional development opportunity for educators who will be investing much time in adopting the Understanding by Design process for planning and instruction. Teachers, administrators, and other district leaders in instruction are encouraged to participate.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Understanding by Design: Leadership for Transitioning Instructional Design - 0606

Content Area(s): Pedagogy

Sponsor: Delaware Department of Education

Contact: Deborah Amsden damsden@doe.k12.de.us

Expiration Date: 10/10/2011

Abstract: Design teams in various content areas have been meeting and developing the content area framework for the Understanding by Design approach to unit planning. This cluster is designed for members of these teams to continue their work to develop the model unit plans based on Delaware's Recommended Curriculum Unit Template.

The Cluster provides those members of design teams with the opportunity to use the Understanding by Design backward design approach for planning units of study to “enhance their capacities in creating more engaging and effective learning” opportunities for students. Teachers will have the opportunity to create units of instruction “designed to engage students in inquiry, promote transfer of learning and provide a conceptual framework for helping students make sense of discrete facts and skills, and uncover the big ideas of content.”

This cluster will focus on content knowledge and pedagogy as they relate to the content standards. The cluster will also provide this group with opportunities to develop the skills in coaching others to make the transition to unit planning using the Understanding by Design approach. The prerequisites for participation in this cluster include having been part of a content area design team and already have a foundation in the Understanding by Design approach, and a desire to be a change agent within their content area, grade level, or local school district supporting others to rethink time-honored habits about curriculum, assessment and instruction. In addition, they need to have a commitment to making changes to existing practices; to reflect, share, and learn with other professionals with similar goals and a willingness to embrace Understanding by Design as a framework to design unit plans using the Delaware Recommended Curriculum Unit Template. The cluster has been designed for multiple leaders to provide a professional development opportunity for educators who will be investing much time in adopting the Understanding by Design process for planning and instruction.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: School Leaders: Using Assessment to Improve Learning - 0667

Content Area(s): Pedagogy

Sponsor: Caesar Rodney School District

Contact: Lou Ann Carlson louann.carlson@cr.k12.de.us

Expiration Date: 7/17/2011

Abstract: This Professional Development Cluster provides the opportunity for school leaders to further develop assessment literacy and enhances the ability to create a school culture that supports teachers with the goal of using assessments to improve student learning. A learning team approach will be used along with the professional resource of Assessment FOR Learning: An Action Guide for School Leaders by Chappuis, Stiggins, Arter, and Chappuis. The participants will complete readings and

assignments as outlined in the text, attend a presentation by Stephen Chappuis, create a School Assessment Team and School Assessment Plan, and provide professional development for teachers through the vehicle of in-service presentations. “Leadership in the pursuit of assessment balance and quality begins with a guiding vision, clearly showing how assessment fits into effective instruction. School leaders must understand the importance of quality assessment at all levels, and must articulate the standards that will guide assessment practices in every classroom” (p. 49).

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Effective Teaching and Learning in a Diverse World - 0717

Content Area(s): Pedagogy; Leadership Skills; Teaching and Administrative Skills

Sponsor: Metropolitan Wilmington Urban League (MWUL)

Contact: Victor Young vyoung@futureofschooling.org

Expiration Date: 1/1/2013

Abstract: “Effective Teaching and Learning in a Diverse World” is a 115-hour, 26-week cluster that is designed to help educators – particularly classroom teachers – better understand and meet the learning needs of their students – particularly children of color from low-income families – by enhancing their skills in the collection and use of data, providing techniques for understanding and working with families and communities from diverse backgrounds, and facilitating relationships with individuals, organizations and other community infrastructure that can be drawn on to support the education of students.

A critical aspect of this cluster, which can accommodate individuals and/or teams of 5-10 persons, involves helping educators explore and address the impact of race, culture, class and community on their students and their own teaching.

The cluster integrates 16 seminar sessions of 2-4 hours, individual work outside of those sessions, and the development and initial implementation of a viable school-community project aimed at improving student performance and outcomes.

Salary Supplement: *This cluster has a value of 2% of the educator’s base salary, valid for five years.*

Title: Making the Grade - 0715

Content Area(s): Pedagogy; Leadership Skills; Teaching and Administrative Skills

Sponsor: Caesar Rodney School District

Contact: Sherry Kijowski, Louann Carlson
sherry.kijowski@cr.k12.de.us, louann.carlson@cr.k12.de.us

Expiration Date: 1/1/2013

Abstract: This professional development cluster provides the opportunity for teacher leaders and school administrators to further develop assessment literacy and standards-based grading protocols, which will create a school and district culture with the goal of improving student learning. A learning team approach will be used along with the following professional resources: *How to Grade for Learning: Linking Grades to Standards* (O’Connor), *A Repair Kit for Grading: 15 Fixes for Broken Grades* (O’Connor), and *Transforming Classroom Grading* (Marzano). Participants will complete readings and assignments, attend a presentation by Ken O’Connor, create a School Assessment Team and create a

School Assessment plan. Participants will also provide training about grading practices for various stakeholders in the school community: fellow educators, PTA / PTO, grade level peers, department members, and / or the school board.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Essentials for Success in Full-Day Kindergarten: Evidence-Based Practices to Support Integrated Learning - 0712

Content Area(s): Pedagogy; Content Knowledge

Sponsor: Delaware Department of Education

Contact: Dr. Jim Lesko jlesko@doe.k12.de.us

Expiration Date: 1/1/2013

Abstract: The professional development Cluster *Essentials for Success in Full-Day Kindergarten: Evidence-Based Practices to Support Integrated Learning* is designed to support kindergarten teachers who are preparing for, or already involved in, full-day kindergarten programs. The transition to full-day kindergarten in Delaware creates opportunities to build greater success for all kindergarten children. This will be the second Cluster developed specifically for this purpose; with both drawing from a body of educational and developmental research about effective kindergarten education. The previously approved Cluster (“First Steps to Success in Full-Day Kindergarten”) emphasized knowledge of children’s strengths and needs, developing positive environments and assessment strategies, and the development of cognitively complex curriculum. This new Cluster will emphasize that for this success to be assured, teachers will need skills that allow them to implement evidence-based practices that draw upon current research, professional values, and teachers’ own classroom observations and experiences; these practices will help teachers integrate standards-based content into meaningful, engaging learning opportunities throughout the kindergarten day. The result will be improved ability to meet children’s diverse needs while addressing Delaware’s and national early childhood standards.

There are no prerequisites, but participants will be encouraged to attend in teams of at least two teachers from the same building or district. Whether or not they enroll as a team, all participants will be expected to function as active members of small collaborative study groups, so as to benefit from peer technical assistance and support. The Cluster is designed to begin during the summer with a 2-day orientation to this Cluster’s content, expectations, and distinctive approach to professional development. Later in the summer, Cluster participants—along with other Delaware kindergarten teachers--will attend a 2-day Kindergarten Institute, which will provide an in-depth introduction to an integrated approach to standards-based kindergarten programs. National experts and local teachers will help Institute attendees consider the benefits, challenges, and practical tips for implementing integrated curriculum during the kindergarten day. The Institute will be followed by a series of meetings throughout the school year, each of which will reflect and reinforce the primary themes of this Cluster.

Additionally, nearly two-thirds of the Cluster hours will be spent in gathering and reflecting on current research, participants' professional values, and their own classroom observations and experiences, meeting with other Cluster participants in small study groups to examine their classroom work and share reflections, posting reflections and participating in online discussions on the Cluster's Web Board, and other first-hand activities. None of these activities take participants away from their classroom responsibilities; some involve participants in applying new skills within their classroom. Early in the year, participants will complete one "mini" action research project that will introduce them to the process of classroom-based action research and to potential areas for later focus. During the rest of the year, each participant will conduct a major action research project in her or his own classroom. In this project, each participant will focus on one substantive/content area in depth, while integrating this area with other standards-based content areas and grade-level expectations. A cycle of assessment, implementation, and evaluation of changes in the participant's classroom is intended to lead to an increase in the use of evidence-based practices associated with improved outcomes for children with diverse strengths and learning needs.

Participants' documentation of and reflection on their work will be collected in a portfolio. The portfolio will be evaluated using the rubrics included in Appendix B.

This Cluster primarily addresses Delaware Professional Teaching Standards, while also taking into consideration Delaware Content Standards and Kindergarten Grade-level Expectations.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Differentiated Instructional Strategies: One Size Does Not Fit All - 0713

Content Area(s): Pedagogy; Content Knowledge

Sponsor: Milford School District

Contact: Bobbie Kilgore bkilgore@mail.milford.k12.de.us

Expiration Date: 1/1/2013

Abstract: This 90-hour cluster will improve classroom teaching practice by enhancing teachers' skills in differentiated instruction. The focus of this cluster will be differentiated instruction in reading based on the work done by Gayle Gregory and Carolyn Chapman.

The Differentiated Instructional Strategies cluster uses a collaborative learning team approach and is offered for teams of 5 to 8 teachers. Teams will have one member who has a more in depth training in Differentiated Instruction. The format follows the state mentoring and induction program's process designed by Jan Chappuis and Judy Arter specifically for Delaware and aligned to Delaware Teaching Standards. To follow the current philosophy of Rick DuFour and creating learning communities, teams in our district are also encouraged to have an administrative representation. Administrators in Milford have been part of learning teams in the past and this practice is part of our culture. Our district, like several others, has found that inclusion of administrators in the process has proven to be well accepted

by the staff and support their role as an instructional leader. In other districts, this would be a decision based on the collaborative climate of that district.

Cluster participants will participate in a variety of activities including the responsibility for leading one learning team sessions, participation as learning team member, peer observation, and reflections. Attendance at all meetings is mandatory. A log of hours will be completed to verify those hours. This cluster is appropriate for both elementary and secondary levels. The first cohort will be elementary school teachers.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

READING

Title: Primary Literacy Success - 0664

Content Area(s): Reading

Sponsor: Caesar Rodney School District

Contact: Lou Ann Carlson louann.carlson@cr.k12.de.us

Expiration Date: 7/17/2011

Abstract: This professional development cluster is based on the reading framework of J. Pikulski's Reading Success From the Start and incorporates the assessment components of DIBELS and Reading Inventories. The teaching of reading is based on a systematic approach, incorporating the essential reading components of phonemic awareness, phonics, text comprehension, vocabulary, and fluency. This professional development plan incorporates the instruction of reading based on those components and then provides on-going support with teaching through a coaching and reflection model. The suggested audience for the cluster would include teachers of students in kindergarten through third grade. The expectation is that teachers will be provided with not only a sound program of reading instruction, but also the ability to analyze data and make instructional decisions. The underlying research is also presented to teachers to further develop a deep understanding of the teaching of reading.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

SCIENCE

Title: Environmental Science for K-6 Teachers - 0404

Content Area(s): Science

Sponsor: College of Marine Studies, University of Delaware

Contact: William Hall bhall@udel.edu

Expiration Date: 5/4/2009

Abstract: Environmental Science for K-6 Teachers is a 2% or 90 hour professional development cluster emphasizing the content and pedagogy associated with environmental literacy. It is designed for the individual elementary teacher who wants to enhance their knowledge of national and local environmental concerns and issues. Delaware specific environments and habitats are emphasized as is the associated pedagogy needed to embellish student knowledge of local environments. Science Standards # 4, 7, and 8 are targeted.

Teachers will participate in a series of professional development experiences involving university scientists, professional field scientists, associated environmental curricular materials, and practical field experiences involving Delaware habitats. Examples of content include: exotic and invasive species, environmental degradation of Delaware habitats, quality of life issues, environmental economics, and variety and types of flora and fauna found in Delaware environments. Participants are required to attend 79 contact hours and complete 11 hours of reflection and application. A portfolio of the cluster experience is required, that will include a reflective journal, materials gathered during the experience (both in class and out), and samples of related student work where applicable.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: Kindergarten Science - 0503

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 5/19/2010

Abstract: The Kindergarten Science Cluster is designed for kindergarten classroom teachers with the purpose of strengthening teachers' content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition kindergarten units (Trees, Senses,

Wood and Paper). Participants must have access to a kindergarten classroom to implement the cluster requirements.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: First Grade Science - 0507

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 8/17/2010

Abstract: The First Grade Science Cluster is designed for first grade classroom teachers with the purpose of strengthening teacher's content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition first grade units (Weather, Solids and Liquids, and Organisms). Participants must have access to a first grade classroom to implement the cluster requirements.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Second Grade Science - 0514

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 8/17/2010

Abstract: The Second Grade Science Cluster is designed for second grade classroom teachers with the purpose of strengthening teacher's content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition second grade units (*Soils, Balancing and Weighing, and Insects*). Participants must have access to a second grade classroom to implement the cluster requirements. Cluster participants will participate in whole group, and individual activities centered basic and specific needs of insects, properties of soils, and forces that balance and weigh. To complete the cluster, participants must actively participate in all class sessions, fully implement the units with in the classroom, complete evaluation forms at the completion of each course, implement and score student assessment, and provide detailed reports on student level of understanding of concepts and implications for future instruction.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Third Grade Science - 0515

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 8/17/2010

Abstract: The Third Grade Science Cluster is designed for third grade classroom teachers with the purpose of strengthening teacher's content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition third grade units (*Water or Chemical Tests, Human Body, and Earth Materials*). Please note that some districts use the FOSS *Water* kit while others use the STC *Chemical Tests* kit to meet similar standards. Participants will be allowed to complete either course). Participants must have access to a third grade classroom to implement the cluster requirements. Cluster participants will participate in whole group, and individual activities centered on the properties of water or solid substances, structure and function of bones and muscles, and classification of rocks and minerals. To complete the cluster, participants must actively participate in all class sessions, fully implement the units with in the classroom, complete evaluation forms at the completion of each course, implement and score student assessment, and provide detailed reports on student level of understanding of concepts and implications for future instruction.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: Fourth Grade Science - 0508

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 8/17/2010

Abstract: The Fourth Grade Science Cluster is designed for fourth grade classroom teachers with the purpose of strengthening teacher's content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition fourth grade units (*Magnetism and Electricity or Electric Circuits, Structures of Life, and Land and Water*). Please note that some districts use the FOSS *Magnetism and Electricity* kit while others use the STC *Electric Circuits* kit to meet similar standards. Participants will be allowed to complete either course. Participants must have access to a fourth grade classroom to implement the cluster requirements. Cluster participants will participate in whole group, and individual activities centered on the properties of magnets, electricity as a force, erosion and deposition of land, and structures and functions of plants and animals. To complete the cluster,

participants must actively participate in all class sessions, fully implement the units with in the classroom, complete evaluation forms at the completion of each course, implement and score student assessment, and provide detailed reports on student level of understanding of concepts and implications for future instruction.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Fifth Grade Science - 0506

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 8/17/2010

Abstract: The Fifth Grade Science Cluster is designed for fifth grade classroom teachers with the purpose of strengthening teacher's content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition fifth grade units (*Mixtures and Solutions, Motion and Design, and Ecosystems/Environments*). Please note that some districts use the FOSS *Environments* kit while others use the STC *Ecosystems* kit to meet similar standards. Participants will be allowed to complete either course. Participants must have access to a fifth grade classroom to implement the cluster requirements. Cluster participants will participate in whole group, and individual activities centered on basic and specific needs of living things, interdependence of living organisms with non-living parts of the environment, constructing and separating mixtures and solutions, solubility of substances, and concentrations of substances, and experimental design methods in examining forces that affect motion. To complete the cluster, participants must actively participate in all class sessions, fully implement the units with in the classroom, complete evaluation forms at the completion of each course, implement and score student assessment, and provide detailed reports on student level of understanding of concepts and implications for future instruction.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Sixth Grade Science - 0518

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 10/17/2010

Abstract: The Sixth Grade Science Cluster is designed for sixth grade classroom teachers with the purpose of strengthening teacher's content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition sixth grade units: *Simple Machines, Forces that Cause Motion, Earth History, and My Body and Me*. Participants must have access to a sixth grade classroom to implement the cluster requirements. Cluster participants will participate in whole group, and individual activities centered on forces, effort, and work in simple machines, distance/time relationships, electricity and magnetism, classification and identification of rocks and minerals through use of evidence, and the digestive, respiratory and circulatory systems of the human body. To complete the cluster, participants must actively participate in all class sessions, fully implement the units within the classroom, complete evaluation forms at the completion of each course, implement and score student assessment, and provide detailed reports on student level of understanding of concepts and implications for future instruction.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: High School Science Probe Workshop - 0604

Content Area(s): Science

Sponsor: Brandywine School District

Contact: Michelle Kutch michelle.kutch@bsd.k12.de.us

Expiration Date: 10/10/2011

Abstract: This cluster is aimed at increasing high school science teachers' ability to increase student understanding of scientific concepts through the collection of real time data in an inquiry approach using probes. The State recommended science curriculum and Brandywine School District science curriculum specify the use of inquiry approaches in the classroom. Real-time data collection through the use of probe technology ensures students are actively collecting and analyzing data, a hallmark of inquiry and the nature of science, both of which is addressed in Standard 1 of the Delaware Science Standards and Content Standard A of the National Science Standards.

This cluster will focus on training teachers to use various probes in their content area and curriculum. Teachers will be collaborating within a professional learning community and providing support to each other. In these learning communities teachers will create common student improvement goals based upon pre-test data. They will incorporate instructional approaches in which real-time data and technology integration will be used. Teachers will be given the opportunity to plan out their year and integrate their probe labs into their pacing guides. They will use the probes in their classroom and meet together regularly to debrief their successes and roadblocks based on student learning. As a team they will work together to find solutions to the roadblocks and publish their lessons on the school district's public folders so all teachers can access this information and increase their student's learning. Working interdependently, teachers will strive to be effective in increasing student growth and achievement and improving attitudes towards science. As a result of teachers taking this cluster, their students will have an opportunity and access to investigate science concepts through a hands-on, inquiry approach using, exploring and collecting

real time data. This type of instructional style challenges the students to analyze the trends in data and formulate conclusions. Students will be making predictions and designing experiments based on the district's science curriculum. Further, students will be manipulating data algebraically to interpret graphs and make further predictions from the data. These strategies are founded in higher order thinking skills and are considered very rigorous.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Foundations of Chemistry - 0609

Content Area(s): Science

Sponsor: Delaware Science Coalition

Contact: Kelli Martin kmartin@doe.k12.de.us

Expiration Date: 3/13/2012

Abstract: The Foundations of Chemistry Cluster is designed for 9th grade classroom teachers with the purpose of strengthening teacher's content knowledge, as well as process, instructional, and assessment skills. The cluster focuses on the Delaware Science Coalition 9th grade unit: *Foundations of Chemistry*, which is part of the statewide recommended curriculum 9th grade integrated science year. Participants must be 9th grade science teachers or have access to a 9th grade science classroom to implement the cluster requirements. Cluster participants will participate in whole group, and individual activities centered on foundational chemistry. To complete the cluster, participants must actively participate in all class sessions, take a pre-assessment and post-assessment test on major concepts, fully implement the unit in the classroom, complete an evaluation form at the end of the course, implement and score student formative and summative assessments, provide detailed reports on student level of understanding of concepts and implications for future instruction, and, optionally, provide a video tape presentation of a lesson with an accompanying written analysis.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: EPSCoR Bioscience/Biotechnology - 0615

Content Area(s): Science

Sponsor: University of Delaware

Contact: William Hall bhall.ud.edu

Expiration Date: 3/13/2012

Abstract: Bioscience/Biotechnology has a long history in the use of living things to make products. Traditional biotechnology includes many everyday products of bioscience, such as bread (yeast); yogurt (bacteria); and root beer (Sassafras root). Since 1970 “modern” biotechnology includes vaccines, various medical products and genetically modified plants like hybrid corn, tomatoes or even chestnut trees. Modern bioscience researchers use biotechnology as a “set of tools” to explore how things work, what they do and how they do it. Results are then applied to a resultant biological product. This cluster will enable teachers to experience bioscience/ biotechnology research and industries first-hand, look at current applications in Delaware, share that knowledge with their students, and better address the application of science content standards 1 and 8 in their curricula. It will also answer the content and pedagogical needs of individual middle and high school classroom teachers involved in the teaching of biotechnology. Emphasis will be on environmental bioscience, bioscience/biotechnology careers and related industries in Delaware. This cluster comes about as an integral part of a the state-wide National Science Foundation program which forms a coalition of Delaware institutions of higher education (The University of Delaware, Delaware State University, Wesley College, and Delaware Technical and Community College) charged with facilitating biotechnology literacy at all levels. This is a 90 hour, 2% cluster for middle level and high school educators.

Salary Supplement: This cluster has a value of 4% of the educator’s base salary, valid for five years.

SOCIAL STUDIES

Title: The Democracy Project - 0407

Content Area(s): Social Studies

Sponsor: Institute for Public Administration, University of Delaware

Contact: Fran O'Malley fomalley@udel.edu
Ed Freel efreel@udel.edu

Expiration Date: 5/4/09

Abstract: This 90 hour (2%) cluster offered by the Institute for Public Administration's Democracy Project (DP) at the University of Delaware aims to provide teachers with the knowledge, resources, and skills that can be used to promote a deep understanding of content & skills embedded within the Delaware Civics (Social Studies) Standards and the manner in which they can be taught and assessed effectively.

The cluster begins with a two-phase summer institute that focuses on building the participants' knowledge of the standards and content as well as their pedagogical skills. The institute is followed by a series of 5 connected workshops during the subsequent school year. The workshops are designed to deepen the participants' understanding of the Delaware civics standards as they relate to Government, Politics, Citizenship, and Participation; to expose participants to resources that align with the Delaware civics standards; to promote an understanding of how student achievement is being measured vis-à-vis the civics benchmarks and the DSTP; to highlight ways in which civics education can be made more "powerful;" and to foster reflection and revision of instructional and assessment practices.

Participants will prepare and share a portfolio that documents the professional growth resulting from this cluster as well as its impact on student achievement.

The cluster is open to Delaware teachers in grades K-12 who teach or will be teaching social studies, as well as to those who have responsibility for supervision of that content area.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Historical Literacy Project - 0660
Content Area: Social Studies
Sponsor: Delaware Center for Teacher Education
Contact: Fran O'Malley fomalley@udel.edu
Expiration Date: 7/17/2011

Abstract: The Historical Literacy Project (HLP) is funded by a \$1 million Teaching American History grant. HLP offers teachers of American history a professional development plan designed to raise levels of student achievement in the area of American history by improving the content knowledge, pedagogical skills, and resources of participating teachers.

Over the course of three years, this 4% HLP cluster will provide twelve two-day American History workshops and six week long Summer Institutes for up to 50 teachers to improve elementary through high school teachers' knowledge of American history content and teaching strategies, including reading comprehension. Historians will collaborate with museum partners and noted children and young adult book authors to provide content and materials for teachers. In addition, instructional experts in history and literacy will assist participating teachers in acquiring teaching strategies that promote students' comprehension and appreciation of American history and historical texts. Teachers will develop and share standards-based lesson plans linked to the content of American history.

Participants must be teaching American history or planning to do so.

Salary Supplement: *This cluster has a value of 4% of the educator's base salary, valid for five years.*

Title: The Holocaust: Lessons Learned - 0668
Content Area: Social Studies
Sponsor: Brandywine School District
Contact: Regina Alonzo alonzo@kennett.net
Expiration Date: 7/17/2011

Abstract: Building on the Content Standards identified in Social Studies, Visual and Performing Arts, and English Language Arts, the Holocaust Education Cluster will enhance teachers' content knowledge and pedagogical skills. This enhancement will be accomplished by broadening teachers' knowledge in the history, geography, social, and political institutions relating to the Holocaust. This Cluster will enable teachers to examine the Holocaust and to develop ways of presenting that information through a multi-disciplinary approach, which will include the Social Studies, English Language Arts, and the Visual and Performing Arts. Through five monthly evening study sessions, a two-day program at the United States Holocaust Memorial Museum, one culminating event for product sharing,

and a post-project report, teachers will prepare a portfolio that showcases and documents their own and student growth and achievements.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Secondary Social Studies - 0616

Content Area: Social Studies

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 7/19/2012

Abstract: Teachers participating in the **Secondary Social Studies** cluster will receive the skills and knowledge necessary to improve reading and writing in content areas, integrate primary sources into the social studies classroom and use technology to support research and presentation.

Teachers will take three (3) online courses developed by EDC (Education Resource Center): (1) *Improving Reading and Writing in the Content Areas*; (2) *Integrating Primary Sources into the Social Studies Classroom*; and (3) *Using Technology to Support Research and Presentation*. Each course takes place entirely online over a six-week period with the student spending approximately five hours per week completing assignments.

The culminating activity will be the piloting of the three lessons developed within the three courses. **The implementation of the lessons from *Integrating Primary Sources into the Social Studies Classroom* and *Using Technology to Support Research and Presentation* includes having access to technology for students.** The development of the lessons will include examination of student needs; strategies to improve reading and writing in the content areas; integration of primary Web-based sources into the social studies classroom; and utilization of technology to support research and presentation at the middle and high school level.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

TEACHING AND ADMINISTRATOR SKILLS

(Assessment, Curriculum Development, Community and Family Outreach)

Title: Quality Classroom Assessment 101: Assessment for Learning - 0317

Content Area(s): Teaching and Administrator Skills; Assessment

Sponsor: Milford School District

Contact: Mary Ellen Kotz mkotz@doe.k12.de.us

Expiration Date: 11/8/2008

Abstract: The cluster includes two main parts. Part one is advanced training in assessment using materials from the Assessment Training Institute and Dr. Richard Stiggins (Student-Involved Classroom Assessment). These works focus on the development of high quality formative “assessments for” learning. Such a focus has been shown to yield significant growth in student achievement (effect size of 0.4-0.7 – see Black and William, 1998, available online at <http://www.pdkintl.org/>). During this part we will address all of the “knowledge components” and “performance indicators” under Delaware Professional Teaching Standard 8 (Assessment) in detail. This will be accomplished through whole-group lessons, small-group lessons, and individual work.

During Part 2 of the cluster, the focus will change to developing content specific assessments and associated information systems. Teachers will work either individually, with a partner, or as part of a small group focusing on a specific content area to develop assessments. Time will also be devoted to entering these assessments into learning information systems to manage their administration and on processing results from these assessments to analyze performance and guide future instruction.

Salary Supplement: This cluster has a value of 2% of the educator’s base salary, valid for five years.

Title: Understanding the Delaware Recommended Curriculum: ELA - 0718

Content Area(s): Teaching and Administrative Skills; Content; Pedagogy

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 1/1/2013

Abstract: Teachers participating in the **Understanding the Delaware Recommended Curriculum: ELA** cluster will receive the skills and knowledge necessary to understand the goals and

implications of the Delaware Recommended Curriculum (DRC) while reviewing the principles of backward design, focusing on the standards and essential concepts from the ELA DRC, identifying and selecting quality resources and strategies to enhance an existing unit, then enhance an existing unit taking into account both the DRC and content-specific standards/practices.

There are two face-to-face meetings that are mandatory: one at the beginning of the cluster and one at the end of the cluster. In between the face-to-face meetings, teachers will take three (3) online courses, developed jointly by eLearning Delaware and the Delaware Department of Education's Curriculum and Development Work Group: (1) *Unpacking the Delaware Recommended Curriculum*; (2) *Aligning ELA Content Standards*; and (3) *Enhancing an Aligned Unit*. Each course takes place entirely online over a seven-week period (one week orientation followed by 6 weeks of content) with the participants spending approximately five hours per week completing assignments. In order to participate in this cluster, teachers must have the appropriate related ELA content knowledge.

The culminating activity will be the implementation of their enhanced unit with students in their classrooms. The development of the enhanced unit will take place throughout all three online courses via the Delaware Recommended Curriculum Unit Template (Appendix C) and will include: a thorough understanding of the general and content-specific DRC goals, the use of the principles of backward design, and the inclusion of quality resources and strategies. All participants will develop a portfolio that showcases their work in the cluster. The portfolio will be submitted for evaluation at the end of cluster meeting.

Note: There are four clusters in the eLearning Delaware *Understanding the Delaware Recommended Curriculum* series: one for each of four content areas: Mathematics, ELA, Social Studies, and Science. The first and third courses in each cluster are the same with the only difference being the content course (second course). Therefore, educators are only permitted to take one of the four for cluster credit.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Understanding the Delaware Recommended Curriculum: Social Studies - 0719

Content Area(s): Teaching and Administrative Skills; Content; Pedagogy

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 1/1/2013

Abstract: Teachers participating in the **Understanding the Delaware Recommended Curriculum: Social Studies** cluster will receive the skills and knowledge necessary to understand the goals and implications of the Delaware Recommended Curriculum (DRC) while reviewing the principles of backward design, focusing on the standards and essential concepts from the Social Studies DRC, identifying and selecting quality resources and strategies to enhance an existing unit, then enhance an existing unit taking into account both the DRC and content-specific standards/practices.

There are two face-to-face meetings that are mandatory: one at the beginning of the cluster and one at the end of the cluster. In between the face-to-face meetings, teachers will take three (3) online courses, developed jointly by eLearning Delaware and the Delaware Department of Education's Curriculum and Development Work Group: (1) *Unpacking the Delaware Recommended Curriculum*; (2) *Aligning Social Studies Content Standards*; and (3) *Enhancing an Aligned Unit*. Each course takes place entirely online over a seven-week period (one week orientation followed by 6 weeks of content) with the participants spending approximately five hours per week completing assignments. In order to participate in this cluster, teachers must have the appropriate related Social Studies content knowledge.

The culminating activity will be the implementation of their enhanced unit with students in their classrooms. The development of the enhanced unit will take place throughout all three online courses via the Delaware Recommended Curriculum Unit Template and will include: a thorough understanding of the general and content-specific DRC goals, the use of the principles of backward design, and the inclusion of quality resources and strategies. All participants will develop a portfolio that showcases their work in the cluster. The portfolio will be submitted for evaluation at the end of cluster meeting.

Note: There are four clusters in the eLearning Delaware *Understanding the Delaware recommended Curriculum* series: one for each of four content areas: Mathematics, ELA, Social Studies, and Science. The first and third course in each cluster are the same with the only difference being the content course (second course). Therefore, educators are only permitted to take one of the four for cluster credit.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Understanding the Delaware Recommended Curriculum: Science - 0720

Content Area(s): Teaching and Administrative Skills; Content; Pedagogy

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 1/1/2013

Abstract: Teachers participating in the **Understanding the Delaware Recommended Curriculum: Science** cluster will receive the skills and knowledge necessary to understand the goals and implications of the Delaware Recommended Curriculum (DRC) while reviewing the principles of backward design, focusing on the standards and essential concepts from the Science DRC, identifying and selecting quality resources and strategies to enhance an existing unit, then enhance an existing unit taking into account both the DRC and content-specific standards/practices.

There are two face-to-face meetings that are mandatory: one at the beginning of the cluster and one at the end of the cluster. In between the face-to-face meetings, teachers will take three (3) online courses, developed jointly by eLearning Delaware and the Delaware Department of Education's Curriculum and Development Work Group: (1) *Unpacking the Delaware Recommended Curriculum*; (2) *Aligning Science*

Content Standards; and (3) Enhancing an Aligned Unit. Each course takes place entirely online over a seven-week period (one week orientation followed by 6 weeks of content) with the participants spending approximately five hours per week completing assignments. In order to participate in this cluster, teachers must have the appropriate related Science content knowledge.

The culminating activity will be the implementation of their enhanced unit with students in their classrooms. The development of the enhanced unit will take place throughout all three online courses via the Delaware Recommended Curriculum Unit Template (Appendix C) and will include: a thorough understanding of the general and content-specific DRC goals, the use of the principles of backward design, and the inclusion of quality resources and strategies. All participants will develop a portfolio that showcases their work in the cluster. The portfolio will be submitted for evaluation at the end of cluster meeting.

Note: There are four clusters in the eLearning Delaware *Understanding the Delaware recommended Curriculum* series: one for each of four content areas: Mathematics, ELA, Social Studies, and Science. The first and third course in each cluster are the same with the only difference being the content course (second course). Therefore, educators are only permitted to take one of the four for cluster credit.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Understanding the Delaware Recommended Curriculum: Mathematics - 0721

Content Area(s): Teaching and Administrative Skills; Content; Pedagogy

Sponsor: Delaware Center for Educational Technology

Contact: Wayne Hartschuh wayne@dcet.k12.de.us

Expiration Date: 1/1/2013

Abstract: Teachers participating in the **Understanding the Delaware Recommended Curriculum: Mathematics** cluster will receive the skills and knowledge necessary to understand the goals and implications of the Delaware Recommended Curriculum (DRC) while reviewing the principles of backward design, focusing on the standards and essential concepts from the Mathematics DRC, identifying and selecting quality resources and strategies to enhance an existing unit, then enhance an existing unit taking into account both the DRC and content-specific standards/practices.

There are two face-to-face meetings that are mandatory: one at the beginning of the cluster and one at the end of the cluster. In between the face-to-face meetings, teachers will take three (3) online courses, developed jointly by eLearning Delaware and the Delaware Department of Education's Curriculum and Development Work Group: (1) *Unpacking the Delaware Recommended Curriculum*; (2) *Aligning Mathematics Content Standards*; and (3) *Enhancing an Aligned Unit*. Each course takes place entirely online over a seven-week period (one week orientation followed by 6 weeks of content) with the participants spending approximately five hours per week completing assignments. In order to participate in this cluster, teachers must have the appropriate related Mathematics content knowledge.

The culminating activity will be the implementation of their enhanced unit with students in their classrooms. The development of the enhanced unit will take place throughout all three online courses via the Delaware Recommended Curriculum Unit Template (Appendix C) and will include: a thorough understanding of the general and content-specific DRC goals, the use of the principles of backward design, and the inclusion of quality resources and strategies. All participants will develop a portfolio that showcases their work in the cluster. The portfolio will be submitted for evaluation at the end of cluster meeting.

Note: There are four clusters in the eLearning Delaware *Understanding the Delaware Recommended Curriculum* series: one for each of four content areas: Mathematics, ELA, Social Studies, and Science. The first and third courses in each cluster are the same with the only difference being the content course (second course). Therefore, educators are only permitted to take one of the four for cluster credit.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Spanish for Educators: It's More Than Language – 0714

Content Area(s): Teaching and Administrative Skills; Content Knowledge; Leadership Skills

Sponsor: New Castle County Vo-Tech School District

Contact: Cary Brandenberger Riches cbrande@nccvt.k12.de.us

Expiration Date: 1/1/2013

Abstract: The Latino population has recently become the largest ethnic group in the United States. People usually immigrate because of economic depression or political revolution in their home country. People come to the U.S. looking for opportunity, freedom and safety. However, once in the U.S. many struggles arise. Poverty often becomes a way of life for many Latinos due to their lack of access to resources and difficulties speaking English. Cluster participants will have an opportunity to delve into topics such as history, immigration, cultural patterns, family, work ethic and empathy. In order to advocate for our Latino students, educators must understand the struggles that many of these students face everyday. Educators must embrace students' language, cultural and experiential knowledge in order to "humanize the educational experience" for all students. The language acquired during this cluster will be based on Basic Interpersonal Communication Skills. Participants will learn the alphabet, hellos/good-byes, numbers/calendar/ phone number, dates/days of the week, telling time, vocabulary associated with school, directions for getting around, sports, weather, and much more. Participants will use Blackboard.com as a vehicle for acquiring and practicing the language. Blackboard will also be utilized to facilitate discussions centered on required informative and expressive readings.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

VISUAL AND PERFORMING ARTS

Title: Humanities Cluster: Rethinking and Researching Asia - 0301

Content Area(s): Arts & Music; Foreign Language; Social Studies

Sponsor: Delaware Department of Education and the University of Delaware

Contact: Debora Hansen dhansen@doe.k12.de

Expiration Date: 9/24/2008

Abstract: Building on the content standards identified in Social Studies, Visual and Performance Arts, and World Languages, this Asia Humanities Cluster will enhance teachers' content knowledge and pedagogical skills by taking an interdisciplinary approach. In addition to updating and broadening teachers' knowledge base in the history, geography, social and political institutions, and the value and belief systems of Asian countries, this cluster will enable teachers to learn about the Asian ways of representing and interpreting the worlds as demonstrated in the visual and performing arts and language systems. Through five monthly evening study sessions, two museum studies at the Winterthur and Metropolitan Museum of Art/Asia Society, one culminating event for product sharing, and a post-project report, teachers will prepare a portfolio that showcases and documents their own and students' growth and achievements.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: An International Education Cluster: Bringing the World to Delaware Classrooms - 0310

Content Area(s): Arts and Music; English Language Arts; Mathematics; Science; Foreign Language; Social Studies

Sponsor: Delaware Department of Education

Contact: Debora Hansen dhansen@doe.k12.de.us

Expiration Date: 9/24/2008

Abstract: This International Education Cluster (IE Cluster) is collaboration between the DDOE and the International Education and Resource Network (iEARN), a non-profit global telecommunication network made up of over 4000 schools in nearly 100 countries for teachers and students in K-12. The goals of this Cluster are: (1) to support teachers' development of international knowledge, expertise, and initiatives (International Education Policy for the US Department of Education,

<http://www.ed.gov/offices/OUS/international/resources.html#policy>; and (2) to enable teachers to acquire the skills to use educational technology in learning and as an instructional and management tool.

By providing teachers and their students with the opportunities to participate in a global community of learning through meaningful collaborative curricular projects, this IE Cluster creates several communities of learning: teachers with iEARN facilitators; teachers with peers world-wide; students with students worldwide; teachers and students with their counterparts worldwide; and teachers, students, parents, and Delaware educators statewide. As such, the Cluster will enable teachers to achieve the stated goals as they complete the following five components:

- In September through November, teachers take a 9-week online professional development course through iEARN at low cost or with funding support from a grant*. The iEARN course combines online learning and classroom application by providing teachers with tools, skills, and knowledge and by requiring them to identify, select, and participate in an existing iEARN curricular project that is standards-based. The project selected must be integrated with their existing curriculum in one of the five subject groups offered by iEARN: Creative Arts, Creative Writing, ESL/FL, Social Studies, and Science, Environment, Math & Technology.
- In December, upon satisfactory completion of the iEARN project, participating teachers will assemble to share their products as developed through their participation in the iEARN project that are contained in Portfolio A and discuss their proposals for the second project. At this time, teachers will choose one of the following as their second project: (a) continuing their participation in the current iEARN project but creating a different classroom product; (b) participating in another iEARN project, or (c) designing and implementing their own curricular project that facilitates collaboration with a global classroom.
- From January through early April, upon approval, teachers will implement their second project in their classrooms.
- In late April, participating teachers, and selected students and parents will participate in an International Gala, in conjunction with the Delaware Instructional Technology Conference, to showcase and share their learning; and,
- By June 30, participating teachers submit their Portfolio B consisting of products developed from December through April for summative evaluation.

*For the 2003 Cluster, full funding support for participants will be provided by outside and DDOE grants in the amount of \$150 per teacher. In the subsequent years, funding may be secured through similar efforts and collaboration.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: Exploring Musical Theory through Investigation of the History, Property and Construction of the Steel Drum - 0405

Content Area(s): Music

Sponsor: Delaware Department of Education, University of Delaware

Contact: Debora Hansen dhansen@doe.k12.de.us
Suzanne Burton slburton@udel.edu
Harvey Price hprice@udel.edu

Expiration Date: 5/4/2009

Abstract: This cluster is designed to provide teachers with the knowledge, skills and dispositions that will enable them to effectively use steel drum percussion instruments to teach music theory concepts through improvisation and composition. Middle school and high school music educators will learn instructional strategies to integrate Music, Science and Social Studies Content Standards. Instruction, field trips and guest practitioners will provide rich cultural and contextual learning experiences that will be assessed through the use of instructional and reflective artifacts and electronic video and audio taped portfolios. Based on specific standards from the Delaware Music Content Standards, the Delaware Science and Social Studies Standards and the Delaware Professional Teaching Standards the cluster creators from the University of Delaware Music Education Department and the Delaware Department of Education will facilitate a summer symposium for 6-12 vocal and instrumental music teachers to explore the culture of the Pan or Steel Drum. The week-long symposium, taught by University professors and guest pan musicians, will be prefaced by an orientation (#1 learning activity plan) and a field trip (#2 learning activity plan) to establish the context of the symposium instruction. Following the interactive symposium (#3-7 learning activity plan) students will observe both student and professional performances (#8 & 10 learning activity plan) before developing an age and ability appropriate unit of study based on these unique instruments that will be piloted in their classrooms in the fall. Funding for this initiative will be accomplished through a partnership between the University of Delaware, the Delaware Department of Education, the Delaware Music Educators Association and through a grant from the Delaware Division of the Arts. Sources for steel drums are currently being sought throughout the state.

Salary Supplement: *This cluster has a value of 2% of the educator's base salary, valid for five years.*

Title: DIAE Aesthetic Education Cluster: African and African American Culture - 0409

Content Area(s): Arts; Social Studies; English Language Arts; World Language; English as a Second Language

Sponsor: Delaware Teacher Center

Contact: Ann Oldach aoldach@udel.edu

Expiration Date: 7/7/2009

Abstract: DIAE's Aesthetic Education cluster will take an interdisciplinary approach to Delaware State Content Standards in the Arts and Social Studies and make connections to English Language Arts, World Language and English as a Second Language. Individual participants will enhance their knowledge and develop pedagogical skills to lead their students through an integrated study of the arts and cultures in an exploration of authentic artifacts, stories, music and dance. Through lectures, demonstrations, hands-on activities, reflection and journal writing, opportunities will be provided to develop the basis for an integrated unit of study. Evaluation will focus on participant's acquired knowledge and skills demonstrated in projects, unit plans, varied teaching strategies and student work. All work should be applicable to lesson development to improve the learning of all students through an integrated arts unit.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.

Title: DIAE Aesthetic Education Cluster: Central and South American Culture - 0410

Content: Arts; Social Studies; English Language Arts; World Language; English as a Second Language

Sponsor: Delaware Teacher Center

Contact: Ann Oldach aoldach@udel.edu

Expiration Date: 7/7/2009

Abstract: DIAE's Aesthetic Education cluster will take an interdisciplinary approach to Delaware State Content Standards in the Arts and Social Studies and make connections to English Language Arts, World Language and English as a Second Language. Individual participants will enhance their knowledge and develop pedagogical skills to lead their students through an integrated study of the arts and cultures in an exploration of authentic artifacts, stories, music and dance. Through lectures, demonstrations, hands-on activities, reflection and journal writing, opportunities will be provided to develop the basis for an integrated unit of study. Evaluation will focus on participant's acquired knowledge and skills demonstrated in projects, unit plans, varied teaching strategies and student work. All work should be applicable to lesson development to improve the learning of all students through an integrated arts unit.

Salary Supplement: This cluster has a value of 2% of the educator's base salary, valid for five years.