

**DELAWARE PROFESSIONAL STANDARDS BOARD
THE TOWNSEND BUILDING
401 FEDERAL STREET, SUITE #2
DOVER, DELAWARE 19901**

APPROVED PROFESSIONAL DEVELOPMENT CLUSTERS

ARTS AND MUSIC

Title: Humanities Cluster: Rethinking and Researching Asia

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

Sponsor: Delaware Department of Education and the University of Delaware

Contact: Shuhan Wang swang@doe.k12.de.us

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.

Percent of Salary: 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

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

Sponsor: Department of Education

Contact: Shuhan Wang swang@doe.k12.de.us

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.

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

Content: Music

Sponsor: Department of Education, University of Delaware

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

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.

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ENGLISH/LANGUAGE ARTS

Title: Delaware Writing Project Summer Invitational Institute

Content Area(s): English Language Arts; Pedagogy

Sponsor: The Delaware Writing Project/University of Delaware

Contact: Carol Vukelich Vukelich@udel.edu

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.

Percent of Salary: 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

Content Area(s): English Language Arts; Pedagogy

Sponsor: The Delaware Writing Project/University of Delaware

Contact: Carol Vukelich Vukelich@udel.edu

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 do 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 will support the professional development of cohorts or teams, building, and district teachers. Enthusiasm for learning about the teaching of writing is a prerequisite.

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

Title: Six Traits Writing Grades K-12

Content Area(s): English Language Arts; Pedagogy

Sponsor: Milford School District

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

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.

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

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

Sponsor: Milford School District

Contact: Elizabeth Sill ESill@mail.milford.k12.de.us

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.

Percent of Salary: This cluster has a value of 2% of the educator-s base salary, valid for five ye ars.

Title: Best Practices in the Teaching of Reading

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

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Bonnie Albertson bonniea@udel.edu

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.

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Title: Delaware Reading Project Summer Invitational Institute

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

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Chris Evans cmevans@udel.edu

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.

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

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

Sponsor: Department of Education

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- 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.
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Title: Linking Literacy and the Content Areas

Content Area(s): English Language Arts; Reading

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

Contact: Vukelich@udel.edu

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

MATHEMATICS

Title: Mathematics Knowledge and Pedagogy for Elementary Teachers

Content Area(s): Mathematics

Sponsor: Christina School District

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

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.

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

Sponsor: Department of Education

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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.

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FOREIGN LANGUAGE

Title: Humanities Cluster: Rethinking and Researching Asia

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

Sponsor: Delaware Department of Education and the University of Delaware

Contact: Shuhan Wang swang@doe.k12.de.us

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.

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SCIENCE

Title: Environmental Science for K-6 Teachers

Content Area(s): Science

Sponsor: College of Marine Studies, University of Delaware

Contact: William Hall bhall@udel.edu

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.

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SOCIAL STUDIES

Title: The Democracy Project

Content Area(s): Social Studies

Sponsor: Institute for Public Administration, University of Delaware

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

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.

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- 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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Humanities Cluster: Rethinking and Researching Asia

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

Sponsor: Delaware Department of Education and the University of Delaware

Contact: Shuhan Wang swang@doe.k12.de.us

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.

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

READING

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

Content Area(s): English Language Arts; Reading

Sponsor: Milford School District

Contact: Elizabeth Sill ESill@mail.milford.k12.de.us

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.

Percent of Salary: This cluster has a value of 2% of the educators base salary, valid for five years.

Title: Best Practices in the Teaching of Reading

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

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Chris Evans cmeyans@udel.edu

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.

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

Title: Linking Literacy and the Content Areas

Content Area(s): English Language Arts; Reading

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

Contact: Vukelich@udel.edu

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Reaching Struggling Readers

Content Area(s): Reading

Sponsor: Reading ASSIST® Institute

Contact: Kelly Wayne kwayne@readingassist.org

Abstract: This cluster is designed to support teachers and specialists who teach reading and/or spelling to students in Grades 1 – 4 who have not developed adequate word recognition/spelling skills. Both content knowledge and pedagogy to support English Language Arts Content Standard 1: Language Conventions and Content Standard 2: Decoding and Word Recognition will be presented over a two-year period to teams of teachers or individual teachers within a school building or school district. During the first year participants will read professional texts in order to build foundation knowledge about research-based content and strategies for effective decoding and spelling instruction. They will attend on-site training sessions, which will include discussions of readings, analyses of the reading and spelling curricula currently being used in their classrooms, modeling of synthetic and analytic presentations, and designing and presenting lessons. During the second year, the emphasis will focus on implementation. Teams of

teachers or individual teachers within a school will schedule meetings to analyze assessments, design lessons, engage in peer observations and coaching/feedback activities, and observe demonstration lessons. Participants will be evaluated on their ability to plan and implement lessons that integrate research-based principles to meet the instructional needs of a particular student or small group of no more than three students. The lesson shall include the core elements of an intensive, therapeutic reading lesson and effective instruction.

Percent of Salary: This cluster has a value of 4 % of the educators base salary, valid for five years.

Title: Delaware Reading Project Summer Invitational Institute

Content Area(s): Reading; English Language Arts

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Bonnie Albertson bonniea@udel.edu

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.

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

PEDAGOGY

Title: School-wide Positive Behavior Support Cluster

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

Sponsor: Delaware Department of Education and Center for Disabilities Studies

Contact: Deborah E. Boyer and Brian Touchette dboyer@udel.edu

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Basic School Nursing

Content Area(s): Pedagogy

Sponsor: University of Delaware

Contact: Janice Selekmán selekmán@udel.edu

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Creating Power Library Units

Content Area(s): Pedagogy

Sponsor: Department of Education

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

Abstract: The Power Library Knowledge and Skills Cluster will provide teachers and library media specialists the opportunity to collaborate with a library media specialist for the purpose of creating instructional units. Participants will be trained on how to use the Understanding by Design (UBD) online unit template. This cluster will instill the Library Power concept. Library Power is the practice of teachers and school library media specialists creating collegial relationships that support collaborative planning and teaching.

UBS was chosen as our online unit template because it insures that the library powered units will contain instructional practices connected to what research says is best practice. Completed library powered units will go through a three part review process before they are taught in the classroom. After the units have been taught, the participants will determine if any revisions are needed before they are posted on school, district, and/or the Delaware Department of Education websites.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Delaware Writing Project Summer Invitational Institute

Content Area(s): English Language Arts; Pedagogy

Sponsor: The Delaware Writing Project/University of Delaware

Contact: Carol Vukelich Vukelich@udel.edu

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.

Percent of Salary: 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
Content Area(s): English Language Arts; Pedagogy
Sponsor: The Delaware Writing Project/University of Delaware
Contact: Carol Vukelich Vukelich@udel.edu

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 do 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 will support the professional development of cohorts or teams, building, and district teachers. Enthusiasm for learning about the teaching of writing is a prerequisite.

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

Title: Six Traits Writing Grades K-12
Content Area(s): English Language Arts; Pedagogy
Sponsor: Milford School District
Contact: Mary Ellen Kotz mkotz@doe.k12.de.us

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.

Percent of Salary: 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

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

Sponsor: Milford School District

Contact: Elizabeth Sill ESill@mail.milford.k12.de.us

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.

Percent of Salary: 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

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

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Bonnie Albertson bonniea@udel.edu

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 is will support the professional development of cohorts or teams, building, and district teachers.

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

Title: Delaware Reading Project Summer Invitational Institute

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

Sponsor: The Delaware Reading Project/University of Delaware

Contact: Bonnie Albertson bonniea@udel.edu

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.

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

LEADERSHIP SKILLS

(Group Process, School Leadership, Professional Development)

Title: Prioritizing the Curriculum: A Statewide Workshop for District Office Personnel

Content Area(s): School Leadership

Sponsor: Delaware Academy for School Leadership

Contact: Dennis Loftus dloftus@udel.edu

Abstract: In this cluster, school leadership teams work together to apply research-based knowledge to improve curriculum and instructional practices. This cluster focuses on the ability of school leadership teams to prioritize curriculum standards, develop essential questions for each standard, and map the curriculum by subject area and grade level appropriate to the school setting. These school teams should include principals, aspiring leaders (such as assistant principals or curriculum specialists), teacher leaders and district leaders.

These teams will work with other faculty members to apply strategies in prioritizing the curriculum. This activity will require teams complete approximately ninety hours of training and practice over the duration of the scholastic year. Participants attend training workshops and apply strategies in completing school-related work assignments between training sessions. In addition, teams will visit cohort schools to serve as “critical friends” in reviewing their curriculum prioritization activities.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Using Data to Lead Change for School Leadership

Content Area(s): School Leadership

Sponsor: The Delaware Academy for School Leadership

Contact: Dennis Loftus dloftus@udel.edu

Abstract: The purpose of this cluster is to prepare school and teacher leaders, working as a school leadership team, to lead a comprehensive school improvement effort resulting in significant gains in student achievement. School leadership teams will learn how to engage the faculty in analyzing existing school and classroom data to identify student-learning problems. Teams will learn skills to engage school 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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: The Leadership Institute
Content Area(s): School Leadership
Sponsor: Indian River School District
Contact: Susan Bunting sbunting@irsd.k12.de.us

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Improving Student Achievement Through Understanding Cultural Diversity
Content Area(s): Leadership Skills: School Leadership
Sponsor: Sussex Technical School District
Contact: John Kreitzer jkreitzer@sussexvt.k12.de.us

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Appoquinimink Leadership Academy
Content Area(s): Leadership Skills: School Leadership

Sponsor: Appoquinimink School District

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

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Consultation Skills for IST Members

Content Area(s): Leadership Skills: Group Process

Sponsor: Department of Education

Contact: pburdette@doe.k12.de.us

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

TEACHING AND ADMINISTRATOR SKILLS
(Assessment, Curriculum Development, Community and Family Outreach, Technology)

Title: Educational Technology Introductory Certificate

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

Sponsor: Delaware Technical & Community College

Contact: Michael Mills mmills@college.dtcc.edu

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.

Percent of Salary: This cluster has a value of 2 % of the educators base salary, valid for five years.

Title: Educational Technology Advanced Certificate

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

Sponsor: Delaware Technical & Community College

Contact: Michael Mills mmills@college.dtcc.edu

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.

Percent of Salary: This cluster has a value of 6 % of the educators base salary, valid for five years.

Title: Quality Classroom Assessment 101: Assessment for Learning

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

Sponsor: Milford School District

Contact: Gene Kerns and Mary Kotz gkerns@mail.milford.k12.de.us

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.

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