

**DELAWARE PROFESSIONAL STANDARDS BOARD
THE TOWNSEND BUILDING
P.O. BOX 1402
DOVER, DELAWARE 19903-1402**

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.

Percent of Salary: 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 a and Construction of the Steel Drum

Content Area(s): Music

Sponsor: Department of Education, University of Delaware

Contact: Debora Hansen, Suzanne Burton, Harvey Price
dhansen@doe.k12.de.us, sburton@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.

Percent of Salary: 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

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

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.

Percent of Salary: 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

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

Sponsor: Delaware Teacher Center

Contact: Ann Oldach aoldach@udel.edu

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.

Percent of Salary: 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

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 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.

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; Mathematics; Science; Social Studies; Foreign Language; 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: Chris Evans cmevans@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: Carol Vukelich vukelich@udel.edu; Chris Evans cmevans@udel.edu
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.

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:

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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 educator=s base salary, valid for five years.

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

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

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

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

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.

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

Title: Success for Secondary Struggling Readers

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

Sponsor: Department of Education

Contact: Dr. Jo-Ann Baca jbaca@doe.k12.de.us

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.

Percent of Salary: 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**

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

Sponsor: **Colonial School District**

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

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.

Percent of Salary: 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

Content Area(s): English Language Arts; Pedagogy

Sponsor: Colonial School District

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

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.

Percent of Salary: 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

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

Sponsor: Capital School District

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

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.

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

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

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

Sponsor: Milford School District

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

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.

Percent of Salary: 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

Content Area(s): English Language Arts, Reading

Sponsor: Delaware Department of Education

Contact: Jo-Ann Baca (jbaca@udel.edu)

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 is will support the professional development of cohorts or teams, and 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: Initial Level Orton-Gillingham Training

Content Area(s): English Language Arts; Pedagogy

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

Contact: Candace R. Bedrock Wilm32LC@juno.com

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.

Abstract: Percent of Salary: This cluster has a value of 2% of the educator's 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.

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; Mathematics; Science; Social Studies; Foreign Language; 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: 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.

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

Title: Proportional Reasoning in Math and Science

Content Area(s): Mathematics; Science; Pedagogy

Sponsor: University of Delaware

Contact: Kathy Hollowell kathyh@udel.edu

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.

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

Title: Elementary Mathematics Teacher Network

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

Sponsor: Math Quest

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

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*.

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

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.

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; Mathematics; Science; Social Studies; Foreign Language; 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: 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.

Percent of Salary: 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

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

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.

Percent of Salary: 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

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

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.

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

Title: Spanish Languages and Hispanic Cultures for Educators

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

Sponsor: Department of Education and University of Delaware Department of Education

Contact: Shuhan Wang swang@doe.k12.de.us
Stacey Hendrix staceym@udel.edu

Abstract: Through the Content Standards identified in World Languages and Social Studies, the *Spanish Languages and Hispanic Cultures for Educators Cluster* will enable educators to acquire some basic knowledge and skills of a variety of Spanish languages while also enhancing their cultural understanding and competence to work with their Hispanic students and their families. This Cluster is offered as two summer courses at the University of Delaware: *Spanish for Educational Purposes* and *Hispanic Cultures in our Schools*, which will last for seven months from July to February of the following calendar year. During the month of August, cluster participants will prepare an individual action research project that will require them to apply the knowledge and skills gained. During the months of September to December participants will field test their action research projects and continue to attend language classes, cultural seminars, and discussion groups. In February, they will participate in the culminating event, and submit a portfolio that documents their learning and professional growth, as well as student achievements and community impact.

Percent of Salary: 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

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.

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; Mathematics; Science; Social Studies; Foreign Language; 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: 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:

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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: Proportional Reasoning in Math and Science

Content Area(s): Mathematics; Science; Pedagogy

Sponsor: University of Delaware

Contact: Kathy Hollowell kathyh@udel.edu

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.

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

Title: Kindergarten Science
Content Area(s): Science
Sponsor: Delaware Science Coalition
Contact: Kelli Martin kmartin@doe.k12.de.us

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.

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

Title: First Grade Science
Content Area(s): Science
Sponsor: Delaware Science Coalition
Contact: Kelli Martin kmartin@doe.k12.de.us

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.

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

Title: Second Grade Science
Content Area(s): Science
Sponsor: Delaware Science Coalition
Contact: Kelli Martin kmartin@doe.k12.de.us

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.

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

Title: Third Grade Science
Content Area(s): Science
Sponsor: Delaware Science Coalition
Contact: Kelli Martin kmartin@doe.k12.de.us

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.

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

Title: Fourth Grade Science
Content Area(s): Science
Sponsor: Delaware Science Coalition
Contact: Kelli Martin kmartin@doe.k12.de.us

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.

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

Title: Fifth Grade Science

Content Area(s): Science

Sponsor: Delaware Science Coalition

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

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.

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

Title: Sixth Grade Science

Content Area(s): Science

Sponsor: Delaware Science Coalition

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

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 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.

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

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

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**

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.

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

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.

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; Mathematics; Science; Social Studies; Foreign Language; 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: **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.

Percent of Salary: This cluster has a value of 2 % of the educator=s 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.

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

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

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.

Percent of Salary: 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

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

Sponsor: Delaware Teacher Center

Contact: Ann Oldach aoldach@udel.edu

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.

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 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: Carol Vukelich vukelich@udel.edu; Chris Evans cmevans@udel.edu
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: 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 educator=s 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 educator=s 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: Carol Vukelich vukelich@udel.edu; Chris Evans cmevans@udel.edu
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.

Title: Success for Secondary Struggling Readers

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

Sponsor: Department of Education

Contact: Dr. Jo-Ann Baca jbaca@udel.edu

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.

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

Title: Research-Based Strategies to Improve Reading Comprehension

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

Sponsor: Capital School District

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

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.

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

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

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

Sponsor: Milford School District

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

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.

Percent of Salary: 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

Content Area(s): English Language Arts, Reading

Sponsor: Delaware Department of Education

Contact: Jo-Ann Baca (jbaca@udel.edu)

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.

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

HEALTH AND STUDENT WELLNESS

Title: Diabetes in the School Setting

Content Area(s): **Clinical Knowledge**

Sponsor: **Delaware Division of Public Health**

Contact: **Patricia A. Wagner diabetesconnect@comcast.net**

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.

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

AGRICULTURE EDUCATION

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

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

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.

Percent of Salary: This cluster has a value of 2% 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 educator=s 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 educator=s 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 educator=s 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 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 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; Mathematics; Science; Social Studies; Foreign Language; 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: Chris Evans cmevans@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: Delaware Reading Project Summer Invitational Institute

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
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.

Title: Success for Secondary Struggling Readers

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

Sponsor: Department of Education

Contact: Dr. Jo-Ann Baca jbaca@doe.k12.de.us

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 is will support the professional development of cohorts or teams, and 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: Forming and Reforming Reading/Writing/Talking Across the Curriculum

Content Area(s): English Language Arts, Pedagogy

Sponsor: Colonial School District

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

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.

Percent of Salary: 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

Content Area(s): English Language Arts; Pedagogy

Sponsor: Colonial School District

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

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.

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

Title: Proportional Reasoning in Math and Science

Content Area(s): Mathematics; Science; Pedagogy

Sponsor: University of Delaware

Contact: Kathy Hollowell kathyh@udel.edu

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.

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

Title: Research-Based Strategies to Improve Reading Comprehension

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

Sponsor: Capital School District

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

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.

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

Title: Elementary Mathematics Teacher Network

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

Sponsor: Math Quest

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

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*.

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

Title: Spanish Languages and Hispanic Cultures for Educators

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

Sponsor: Department of Education and University of Delaware

Contact: Shuhan Wang swang@doe.k12.de.us
Stacey Hendrix staceym@udel.edu

Abstract: Through the Content Standards identified in World Languages and Social Studies, the *Spanish Languages and Hispanic Cultures for Educators Cluster* will enable educators to acquire some basic knowledge and skills of a variety of Spanish languages while also enhancing their cultural understanding and competence to work with their Hispanic students and their families. This Cluster is offered as two summer courses at the University of Delaware: *Spanish for Educational Purposes* and *Hispanic Cultures in our Schools*, which will last for seven months from July to February of the following calendar year. During the month of August, cluster participants will prepare an individual action research project that will require them to apply the knowledge and skills gained. During the months of September to December participants will field test their action research projects and continue to attend language classes, cultural seminars, and discussion groups. In February, they will participate in the culminating event, and submit a portfolio that documents their learning and professional growth, as well as student achievements and community impact.

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

Title: Inclusive Schools Initiative – Practitioners

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

Sponsor: Department of Education

Contact: Lori Duerr and Deborah Boyer lduerr@doe.k12.de.us, dboyer@udel.edu

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.

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

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

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

Sponsor: Milford School District

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

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.

Percent of Salary: 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

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

Sponsor: New Castle County Vocational Technical School District

Contact: Patricia Clements pclements@nccvt.k12.de.us

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.

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

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

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

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

Title: Schools Attuned Program
Content Area(s): Pedagogy
Sponsor: Caesar Rodney School District
Contact: Lou Ann Carlson Louann.carlson@cr.k12.de.us

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

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

Title: Initial Level Orton-Gillingham Training

Content Area(s): English Language Arts; Pedagogy

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

Contact: Candace R. Bedrock Wilm32LC@juno.com

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.

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

Title: Leadership Institute III

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

Sponsor: Indian River School District

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

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.

Percent of Salary: 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

Content Area(s): Pedagogy

Sponsor: Delaware Department of Education, Appoquinimink School District

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

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.

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

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

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

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.

Percent of Salary: 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**

Content Area(s): **Pedagogy, Teacher and Administrator Skills**

Sponsor: **Delaware Center for Educational Technology**

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

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.

Percent of Salary: 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

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

Sponsor: Delaware Department of Education

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

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.

Percent of Salary: 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)**

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

Sponsor: **Colonial School District**

Contact: **Beth Greenstein and Linda Poorman**
bgreenstein@colonial.k12.de.us; lpoorman@colonial.k12.de.us

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.

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

Title: Closing the Achievement Gap: Understanding Poverty

Content Area(s): Pedagogy

Sponsor: Caesar Rodney School District

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

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.

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

Title: Consultation Skills for IST Members

Content Area(s): Leadership Skills: Group Process

Sponsor: Department of Education

Contact: Lori Duerr lduerr@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 educator=s base salary, valid for five years.

Title: Leadership Institute II

Content Area(s): Leadership Skills

Sponsor: Indian River School District

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

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.

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

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

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.

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

Title: Inclusive Schools Initiative – Practitioners
Content Area(s): Pedagogy; Leadership Skills; Teaching and Administrator Skills
Sponsor: Department of Education
Contact: Lori Duerr and Deborah Boyer lduerr@doe.k12.de.us, dboyer@udel.edu

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.

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

Title: Inclusive Schools Initiative – Leadership Team

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

Sponsor: Department of Education

Contact: Lori Duerr and Deborah Boyer lduerr@doe.k12.de.us, dbover@udel.edu

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.

This cluster has a value of 2% of an educator’s base salary, valid for five years.

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

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

Sponsor: Brandywine School District

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

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.

This cluster has a value of 2% of an educator’s base salary, valid for 5 years.

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

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

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.

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

Title: Elementary Mathematics Teacher Network

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

Sponsor: Math Quest

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

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*.

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

Title: Positive Behavior Support for Individual Students

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

Sponsor: University of Delaware Department of Education

Contact: Deborah E. Boyer dboyer@udel.edu

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.

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

Title: NCCVT Instructional Leadership

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

Sponsor: New Castle County Vocational Technical School District

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

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

Percent of Salary: 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

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

Sponsor: Delaware Department of Education

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

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.

Percent of Salary: 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, 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 educator=s 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 educator=s 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.

Title: Inclusive Schools Initiative – Practitioners

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

Sponsor: Department of Education

Contact: Lori Duerr and Deborah Boyer lduerr@doe.k12.de.us, dboyer@udel.edu

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.

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

Title: Inclusive Schools Initiative – Leadership Team

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

Sponsor: Department of Education

Contact: Lori Duerr and Deborah Boyer lduerr@doe.k12.de.us, dbover@udel.edu

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.

This cluster has a value of 2% of an educator's base salary, valid for five years.

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

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

Sponsor: Brandywine School District

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

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.

This cluster has a value of 2% of an educator's base salary, valid for 5 years.

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

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**

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.

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

Title: Spanish Languages and Hispanic Cultures for Educators

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

Sponsor: Department of Education and University of Delaware Department of Education

Contact: Shuhan Wang swang@doe.k12.de.us
Stacey Hendrix staceym@udel.edu

Abstract: Through the Content Standards identified in World Languages and Social Studies, the *Spanish Languages and Hispanic Cultures for Educators Cluster* will enable educators to acquire some basic knowledge and skills of a variety of Spanish languages while also enhancing their cultural understanding and competence to work with their Hispanic students and their families. This Cluster is offered as two summer courses at the University of Delaware: *Spanish for Educational Purposes* and *Hispanic Cultures in our Schools*, which will last for seven months from July to February of the following calendar year. During the month of August, cluster participants will prepare an individual action research project that will require them to apply the knowledge and skills gained. During the months of September to December participants will field test their action research projects and continue to attend language classes, cultural seminars, and discussion groups. In February, they will participate in the culminating event, and submit a portfolio that documents their learning and professional growth, as well as student achievements and community impact.

Percent of Salary: 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

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

Sponsor: New Castle County Vocational Technical School District

Contact: Patricia Clements (pclements@nccvt.k12.de.us)

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.

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

Title: Positive Behavior Support for Individual Students

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

Sponsor: University of Delaware Department of Education

Contact: Deborah E. Boyer dboyer@udel.edu

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.

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

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

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

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

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

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.

Percent of Salary: 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

Content: Pedagogy; Teacher and Administrator Skills

Sponsor: Delaware Center for Educational Technology

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

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.

Percent of Salary: 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

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

Sponsor: Delaware Department of Education

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

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.

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