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iSS INTERNATIONAL SCHOOLS SERVICES
Making a world of difference

Menu

Of

Support Services

Staff development is successful in schools that come close to Frank Smith's description of a learning emporia…There needs to be a genuine feeling that no one has arrived.
Shelley Harwayne, *Going Public*

Dear ISS Colleague,

Thank you for wanting to develop a professional learning partnership with one another. To assist your decisions and planning, I offer these pages to paint a portrait of possibilities for our collaborations – *what* we can study together and *how* we might study together. I look forward to talking with you and, together, developing an edifying and joyful journey of professional collaborative study. I am deeply grateful for your leadership and connections. For all our students, I celebrate and share your spirit – *"we are not done getting better and growing stronger"* – and wish you all the best.

Warm regards and respect,
Laura Benson

Professional Study Topics

- Curriculum and Standards
    - o Standards-based curriculum development with *Understanding by Design*
        - *Stage 1:* Desired Results
            - *Priority Standards*
            - *Enduring Understandings*
            - *Essential Questions*
            - *Concepts and Skills*
            - *Learning Targets*
        - *Stage 2:* Evidence/Assessment
            - *Formative Assessments*
            - *Interim Assessments*
            - *Summative Assessments*
        - *Stage 3:* Learning Plan
            - *Lesson Plans/Developing a Continuum of Lessons*
            - *Resources and Mentor Texts*
            - *Workshop Model*
            - *Differentiation*
    - o Developing units of study collaboratively
    - o Studying exemplar units of study/curriculum models
    - o Feedback for units of study you are or have developed
    - o Curriculum review; Curriculum alignment
    - o Standards-based assessment
    - o Developing or refining common formative assessments
    - o Teaching and learning for understanding
    - o Prioritizing Standards; Unwrapping Standards
    - o Common Core State Standards – Shifts in literacy curriculum and instruction
- English Language Learners
    - o Students blessed with second language/s – English Language Learners and English Language Acquisition
    - o Mother Tongue as an essential asset for students' learning
    - o Culture as the foundation of learning
    - o Apprenticing ELL students with workshop pedagogy

- Thinking and Understanding
    - o Brain research and how humans learn and work to understand
    - o Thinking Strategies; Thinking Strategy Instruction
        - Monitoring Understanding/Checking for Understanding
        - Connecting/Using Background Knowledge
        - Questioning
        - Inferring
        - Identifying Importance/Evaluating
        - Synthesizing
        - Visualizing
    - o Visible Thinking ~ Project Zero research of Harvard University
        - Thinking Routines

- o Visible Learning
  - ▪ Implementing Hattie's meta-analysis research
- o Disciplinary Literacy: Thinking like experts in a specific content areas -thinking like a scientist; thinking like a Mathematician; thinking like a Historian/Social Scientist; thinking like a Writer; thinking like an Artist; etc.
- o Growth Mindset

📖 Reading Learning and Instruction
- o Setting Up/Launching readers' workshop
- o Developing units of reading study; Standards-based reading instruction
- o Modeling the thinking of proficient readers
- o Read alouds
- o Shared reading
- o Guided reading/Small group learning collaboratives
- o Conferring
- o Cultivating independent readers; Strengthening independence; Stamina
- o Book matching and book leveling
- o Word study
- o Vocabulary development
- o Living literate lives
- o Literature circles/Book clubs
- o Monitoring students' growth and confidence as readers
- o Arrested readers
- o Intervention support
- o Linking reading learning with other literacy skills/strategies and processes

📖 Writing Learning and Instruction
- o Setting up/Launching writers' workshop
- o Developing units of writing study
- o Standards-based writing instruction
- o Modeling the thinking of proficient writers
- o Mentor texts
- o Writing fellowships; small group instruction in the writers' workshop
- o Generating topics (student choice writing)
- o Topic generation
- o Drafting
- o Revision - Lifting the quality of student writing
- o Editing
- o Writing with voice and intention
- o Argumentative writing
- o Informational writing; Nonfiction writing
- o Narrative writing
- o Spelling instruction
- o Vocabulary development
- o Crafting lessons/Focus lessons/Minilessons
- o Six Traits of Writing
- o Monitoring students' growth and confidence as writers
- o Distanced writers

- o The 3 text types of the Common Core State Standards (Or 4 text types with reporting as the fourth type)
- o Linking writing learning and other literacy learning strategies/skills
- 📖 Assessment and Evaluation
  - o Conferring
  - o Formative assessments
  - o Common Formative Assessments
  - o Summative assessments
  - o Standards-based assessments
  - o Standards-based grading and reporting
  - o Teacher notebooks/Assessment notebooks
  - o Running Records
  - o Developmental Continuums
  - o Portfolios/Bodies of evidence
  - o Individual reading assessments
  - o Analyzing student Data to inform/guide our teaching decisions
  - o Collaborative assessment
- 📖 Linking Literacy Learning with Content Area Learning and Thinking
- 📖 Content Area Reading and Writing
  - o Establishing purpose and relevance for content area learning
  - o Vocabulary and academic language development
  - o Reading critically, annotating, and notetaking
  - o Writing to understand and to synthesize content learning
  - o Inquiry-based content area learning
  - o Developing relevant and compelling resources for content area studies
- 📖 Motivation and Engagement
- 📖 Inclusion
- 📖 Bridging Achievement Gaps
- 📖 Children's Literature
- 📖 Short and Spirited Texts
- 📖 Developing Text Sets
- 📖 Inquiry Learning
- 📖 Before, During, and After Learning
- 📖 Literacy Coaching and Instructional Coaching
- 📖 Collegial Fellowship and Critical Friends Groups
- 📖 Staff Development Models, Planning, & Purposes
- 📖 Professional Learning Communities or Data Teams
  - o Student work conferences/Collaborative Assessment Conferences
  - o Protocol guided collaborations

Collaboration Options

The following are offered to name just some of the ways we can engage in professional learning together. I welcome and invite your suggestions and vision.

- Residency
  - Long-term or ongoing professional development partnerships to offer many of the interactions profiled below as well as focused implementation support
- Professional study workshops
  - One to two hours
  - Half day
  - Full day
- Observation and debriefing; Videotaping and debriefing
- Co-teaching; Team teaching
- Coaching from the side
- Co-Planning with individual teachers, vertical teams, or grade level teams
- Student work conversations; Protocol-based collaborative assessment
- Facilitation of meetings/Protocol-based meetings
- Assessment and evaluation of students with individual teachers, vertical teams, or grade level teams
- Implementation audits; Curriculum audits or reviews; Literacy program audits
- Professional book clubs
- Faculty meetings and/or faculty study groups
- Teacher Assistant workshops
- Skype/Video and phone conferences
- Parent workshops and parent organization meetings
- Teacher writing groups (Teachers as writers to inform their instruction; Teachers as writers for feedback, support, and revision guidance to/for students)
- Reading and analyzing student work/bodies of evidence/portfolios
- Developing teacher networks
- Building bridges of collaborations between our schools
- Guided visitations to other schools to observe and meet with mentor teachers
- Demonstration Lessons: I teach or a classroom teacher and I co-teach a demonstration lesson/s. Other teachers and colleagues are welcome and invited to observe and debrief these lessons:
  - ❖ I can teach a lesson to model to an instructional practice or literacy content you want to study/strengthen. [Or, I the demonstration lesson may need to be a co-teaching lesson with content teacher as content expert and I will serve as a pedagogy guide.] Generally, before the demonstration lessons, I plan the lesson with a team or group of teachers and administrators. Then, I teach the lesson while the team/group observes. After the lessons, I meet with the classroom teacher and all observers to debrief the lesson and plan for implementing the lesson in the other classrooms as well as planning for next steps of instruction for the students of the demonstration lesson.
  - ❖ Sometimes, I also teach demonstration lessons as co-teaching lessons with a classroom teacher. This takes some upfront planning BEFORE I am on-site. Please just let me know now if you want to co-teach a demonstration lesson.

❖ I can teach a demonstration lesson engaging students in some or all of the following workshop pedagogy or settings:

- o *Whole Group Lessons* [modeled reading; shared reading; writers' workshop focus/mini lessons; demonstrating comprehension strategies; etc.]
- o *Small Group Lessons* [needs based groups; passion based groups; guided reading groups; literature circles; book clubs; writing groups; intervention groups; word work clinics; etc.]
- o *Individual Instruction and Conferring*
- o *Reflection and Metacognition* [talking circles; reflecting on thinking and naming effective strategies; sharing work in pairs, small groups, and/or with the whole group; etc.)

Publications

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       Association of International Schools in Africa
       Association for the Advancement of International Education
       Association of Supervision and Curriculum Development
       CBS News – Denver, Colorado
       CCSS Curriculum Development with Dr. Karin Hess of The National Assessment Center and University of
              Kentucky
       Colorado Reading Summit
       Council of International Schools
       East Asia Regional Council of Schools
       International Reading Association
       Governor's Education Summit
       National Council of Teachers of English
       National Staff Development Council
       Near South East Asia Council of Overseas Schools

Citations of Laura Benson's Research and Writing in Professional Literature

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Conferring: The Cornerstone of Reader's Workshop by Patrick Allen

Creating Effective Presentations by Angela Peery

Developmental Continuums: A Framework for Literacy Instruction and Assessment K – 8 by Bonnie Campbell Hill

Enriching Classroom Environments: Rubrics and Resources for Self-Evaluation and Goal Setting ~ The Next Step Guide Series by Bonnie Campbell Hill and Carrie Ekey

Going Public: Priorities and Practice at The Manhattan New School by Shelley Harwayne

Intellectual Character: What it is, why it's important, and how to get it by Ron Ritchhart

I Read It But I Don't Get It by Cris Tovani

Lasting Impressions: Weaving Literature into the Writing Workshop by Shelley Harwayne

Learning Along the Way: Professional Development By and For Teachers by Diane Sweeney

Literature Circles in Middle School by Bonnie Campbell Hill, Katherine L. Schlick Noe and Janine A. King

A Little Literacy by Katrina Alexander and Amanda Sweeney

Mosaic of Thought, 2ⁿᵈ Edition by Ellin Oliver Keene and Susan Zimmermann

The Next Step Guide to Enhancing Writing Instruction by Bonnie Campbell Hill and Carrie Ekey

No More Letter of the Week by Pat Lusche

Nonfiction Matters by Stephanie Harvey

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