



University of
Central Arkansas
Mashburn
Institute

The Center of Learning

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"...to give you the vision that the ultimate goal of true education is to plant the seed of self worth in the heart of each student."

- Dr. J.D. Mashburn

THE H. E. A. R. T. MATTERS

UCA's Mashburn Institute Promotes Hope for Adolescent Learners

The Christine Greenshaw Mashburn Institute was created in 1991 on the University of Central Arkansas campus to bring authorities together to educate teachers about students with special needs. Dr. and Mrs. Mashburn put into motion the Mashburn Institute to help students overcome learning problems.



Dr. Mashburn encourages all educators to help adolescent learners reach their optimal level of achievement.

The Mashburns raised four children, three boys and one girl. Their two youngest children, Zack and Molly, were the impetus for the Mashburn Institute. Despite obvious intelligence, the two youngest children struggled with reading from an early age. The Mashburns eventually discovered that Zack and Molly had learning problems related to reading. According to Dr. Mashburn, the children's struggles with reading nearly devastated their lives as teachers mistook their disabilities for a lack of trying.

Zack and Molly received the help they needed and both are now grown, gainfully employed and have their own families. Helping his children overcome learning disabilities was not enough for Dr. Mashburn. He decided that the place to begin his crusade was in the classroom, teaching teachers about students with learning challenges. "We want to develop a program that would train teachers to work with and help students with learning problems in the general education classroom."

At the present time, the Mashburn Institute partners with Dr. Don Deshler, a nationally-recognized authority on struggling learners, and the Arkansas Department of Education-Literacy Division and Special Education Division to help fulfill Dr. Mashburn's dream. Dr. Mashburn has stated on numerous occasions, "I won't be satisfied until every school in Arkansas has at least one teacher who has been trained in this program and is helping students with learning problems." The Arkansas Adolescent Literacy Intervention effort is designed to help all teachers throughout Arkansas learn methodologies important for teaching struggling learners.

Dr. J. D. Mashburn, M.D.
Distinguished Alumnus
University of Central Arkansas

From The Director's Chair

Overload! Call it what you want – dream buster, impediment to success, saboteur, or formidable foe. I call it reality. According to Cooper's dictionary, overload is defined as a preponderance of responsibilities potentially damaging to any one responsibility. The education profession contends with such overload year after year. Thoughts of anxiety, frustration, anger, guilt, and apathy often emerge from such exposure to multiple overloads.

Why is overload relevant to the Arkansas Adolescent Literacy Intervention? The overload can interfere with the mission of our present professional development. The mission, in our case, is to close the achievement gap between adolescents who fail and/or fall far behind and those adolescents who excel. It is our mission to help Arkansas educators learn research-based methodologies designed to help adolescents who often fall prey to failure. It is our belief that the Strategic Instruction Model (SIM) developed by the Center for Research on Learning at Kansas University and taught within the present intervention effort represents the best practices designed to help us achieve our aforementioned mission.

Overload will not go away as long as we have more plates to spin or hats to wear. Subsequently, we must pay close attention to our mission in the midst of our multitasking. I encourage all of us, including our Content Enhancement Routine (CER) and Learning Strategies (LS)

teacher participants, our state stakeholders, school principals, and university partners to invest the time and effort necessary to make good on our promises to maximize the potential and reduce the deficits of our struggling adolescent learners in Arkansas.

There are many antidotes to overload. I encourage teachers to demonstrate the resolve to implement the CER and LS methodologies at an optimal level. I encourage the principals to become increasingly supportive of their teachers investment of time and effort. I encourage the state stakeholders to represent how the present research-based methodologies fit into the overall quest for improving academic achievement across the state. I encourage UCA's Mashburn Institute to invest more time, energy, and monies to build an infrastructure that sustains the present professional development opportunities. Most importantly, all of us must stay focused on our present efforts to demonstrate best practices for teaching struggling adolescents. In doing so, we will not allow overload to bust our dreams, impede our success, or sabotage the end we have in mind.

Dr. Mark J. Cooper, *Director*
Mashburn Institute
University of Central Arkansas



A Partnership that is Making a Difference

In a recent conversation, a high school principal remarked, "The biggest challenges in education can only be addressed when smart, committed people join forces to make things happen!" In many ways, this observation defines one of the main reasons that very significant progress is being made in many middle and secondary schools throughout the state of Arkansas. Specifically, leaders from agencies within the Arkansas Department of Education, faculty from the state's colleges and universities, and administrators and teachers from middle and secondary schools are teaming together, in an unprecedented way, to address the problems presented by adolescents who lack the necessary knowledge, skills, and work habits to successfully respond to the rigorous curriculum demands in middle and secondary schools. Because of the great collaboration that is taking place among the key players, significant headway is being made.

The University of Kansas Center for Research on Learning (KUCRL) is one of the members of this exciting partnership. Under the leadership of faculty from the University of Central Arkansas (Drs. Mark Cooper, Patty Kohler-Evans, Kathleen Atkins), KUCRL staff are developing a cadre of professional

development teams throughout the state who can prepare middle and secondary teachers to use instructional practices validated through KUCRL research. The end goal is to build the capacity of middle and secondary schools to better close the achievement gap by meeting the literacy needs of struggling adolescents throughout the state of Arkansas.

Since its inception in 1978, the KUCRL has worked with several state, district, and local education agencies throughout North America in helping them improve how they address the needs of struggling adolescent learners. Many outstanding success stories have emerged through this work; however, none has been more successful in mobilizing key partners to address the problems of surrounding adolescent literacy than has the state of Arkansas. The KUCRL is thrilled to be a part of this work and we are extremely optimistic for what the future holds.

Dr. Donald D. Deshler, Director
Center for Research on Learning
University of Kansas

UCA Supports Mashburn Institute/ADE Partnership

"This initiative will have a direct impact on the lives of Arkansas adolescents who struggle in school. The Mashburn Institute is able to address the needs of Arkansas teachers and students because of the vision and support of Dr. Mashburn and President Hardin. This collaborative effort involving UCA's Mashburn Institute and the Arkansas Department of Education is a tremendous example of how a partnership between the two institutions can improve the quality of education in Arkansas. It is our hope that the visionary seeds planted by the many stakeholders will promote success among struggling learners."

Dr. Kathleen Atkins, Chair
Early Childhood and Special Education Department
University of Central Arkansas



Strategic Instruction Model: A Bridge for Closing the Achievement Gap

The **Strategic Instruction Model (SIM)** is an integrated model of research-validated practices designed to address many of the needs of diverse learners from grades four through twelve. It has been field-tested over the past 30 years at the University of Kansas – Center for Research on Learning. The goals of SIM are to promote the development of individuals who

- learn and perform independently
- exhibit appropriate social and personal skills
- earn standard high school diplomas
- make successful transitions to post high school settings

The Strategic Instruction Model has two major parts, **Learning Strategies** and **Content Enhancement Routines**. The Learning Strategies curriculum includes tools for students to become independent learners by learning how to learn. These are taught to students using an eight stage sequential process. Most teachers involved in this part of

SIM work with students in smaller group settings. The Content Enhancement Routines are tools for teachers to use in partnership with students to promote mastery of critical content and enhance background information necessary for literacy. These are most generally used by general education curriculum teachers. Each routine uses a visual device and a specific teaching sequence. In the Arkansas intervention effort, there are two cohorts of teachers, and each cohort has both Learning Strategies and Content Enhancement Routines participants. Ultimately, these two strands will become part of a larger Content Literacy Continuum, which is a tool for enabling all middle and secondary teachers and administrators to participate in the development and evaluation of a literacy effort that is consistent with the goals of middle and secondary education for all students and that will dramatically improve academic outcomes and close the achievement gap between students prone to fail or fall far behind and those students who excel.

Dr. Patty Kohler-Evans, Coordinator
Mashburn Institute
University of Central Arkansas

State Stakeholders Speak Out

Debbie Coffman, Director of Professional Development for the Arkansas Department of Education, has played a significant role in developing and implementing intervention services designed to help students learn more effectively. Ms. Coffman stated, "We are proud to partner with the Arkansas School Improvement Grant (SIG), the University of Central Arkansas, UCA's Mashburn Institute, and The University of Kansas—Center for Research on Learning (KU-CRL) to provide professional development and technical support to Arkansas districts to develop a continuum of intervention services for students."

A unique aspect of this intervention involved the partnership between general and special education. Lisa Haley, Literacy Coordinator for the Arkansas State Improvement Grant (SIG), stated, "We are extremely excited about the Arkansas Adolescent Literacy Intervention effort as we endeavor to 'close the achievement gap' for all struggling adolescent learners, including those with learning disabilities. As a participant in the effort, I have witnessed first hand the gains in student achievement when SIM Learning Strategies are being used. That coupled with the many 'success stories' I hear from my colleagues convinces me that we are indeed on the right track."

Debbie Coffman, Director
Professional Development Section
Arkansas Department of Education

Lisa Haley, Literacy Coordinator
Arkansas State Improvement Grant
Arkansas Department of Education





Professional Development: Forecasting A Bright Future

Professional development has been one of the cornerstones of this initiative. Two cohorts of CER and LS teachers have completed different levels of the training: Cohort 1 began the initiative in February 2007 and Cohort 2 began in October 2007. Additionally, individuals who are interested in becoming Professional Developers to support further expansion of this initiative received training. This December over 100 participants learned various SIM methodologies and ways to implement them to support student learning. Provided are summaries of the qualitative statements these participants provided after completing their professional development.

Overall, Cohort 1 had the following comments:

- The activities provide valuable information that improves student learning in the classroom.
- Discussing with colleagues how they implement SIM methodologies and the successes they experience are beneficial and invaluable experiences.
- The resources and expertise of those presenting the training make the professional development trainings worthwhile and useful.
- The Professional Developers time and collaboration time with colleagues is appreciated.
- The “hands-on” and interactive approach used by the professional developers is an effective and motivating way to learn the routines/strategies.
- The strategies learned actually lead to higher student achievement and are worth the time and investment.
- This initiative is a much needed program in the state of Arkansas.

Cohort 2 had the following impressions of the professional development activities:

- Networking with fellow teachers is a valuable experience.

- The strategies learned are solid, practical tools that can actually be used in the classroom.
- Sessions included valuable information that is relevant for all teachers.
- The facilitators are very knowledgeable, energetic, and informative. They provide the support needed to successfully implement the routines in the classroom.
- The training sessions are great opportunities to ask questions and receive feedback on the implementation of the strategies.
- Real-school examples of the use of the strategies are useful.

Potential Professional Developers (PPDers) made the following reflections:

- The experience and support of the facilitators and the people at KU and UCA are invaluable.
- This was a great opportunity to work with other PPDers and discuss challenges and successes related to effective PD practices.
- All teachers should attend these training sessions if at all possible.
- This is a great way to take a leadership role in regards to SIM.

The feedback provided at these trainings influence the quality of professional development and the level of support needed by those implementing SIM methodologies. It’s promising to see such positive remarks about the professional development. If this trend continues, the future of teacher professional development in Arkansas looks bright!

Dr. Kim Dielmann, External Evaluator
University of Central Arkansas

Chrystal McChristian, M.S., External Evaluator
University of Central Arkansas

Grant Award Announcements

The Arkansas Department of Education—Literacy Division and the Arkansas Department of Education—Special Education Division have awarded the University of Central Arkansas—Mashburn Institute \$307,482.00 and \$176,577.00 respectively. The major outcome of this intervention effort is to increase capacity within the state of Arkansas to improve academic outcomes for adolescent learners at-risk for school failure by ensuring access to high quality, research-validated instruction. This will be achieved by providing high quality professional development and technical support to general educators, special educators, alternative learning environment educators, and university educators. At the present time, approximately 100 educators who represent seven school sites and several region service centers participate in the state-wide intervention. A percentage of those participants are presently preparing to become certified professional developers capable of building and sustaining an infrastructure designed to prepare all Arkansas teachers to use instructional methodologies designed to maximize learning among adolescent learners.



Home Grown in Arkansas

It seems appropriate that, in a state that has agriculture as one of its primary economic commodities, the Arkansas Adolescent Literacy Intervention would make it a priority to “grow its own” leadership for sustaining its work. Through collaboration with the University of Kansas, the Arkansas Department of Education and the University of Central Arkansas Mashburn Institute, this summer we will host the first-of-its-kind Potential Professional Development Institute (PPDI) to begin cultivating Arkansas educators as professional development leaders for the Strategic Instruction Model (SIM). The SIM curriculum, instruction and pedagogy are the primary elements of the literacy intervention, and years of research-validated practices have resulted in a very specific professional development model designed to scaffold learning for the potential leaders in the program. Selected individuals will begin a process which will culminate in an apprenticeship, and finally

in certification as a Nationally Certified SIM Professional Developer.

To “jump start” this process, attendees at the regular professional development sessions have been offered a “prep school” option in order to test the waters of this exciting opportunity. The focus for the prep school has been in helping teachers and other instructional personnel to begin the dialogue and shift in thinking that distinguishes working with children and adolescents from working with adult learners. Issues surrounding quality professional learning experience for adults, how to build a sense of team and community, and deepening content knowledge in the Strategic Instruction Model have been the outcomes for this group of volunteers.

Content for the summer experience, which is an intensive, five-day institute, will focus on the elements of deep understanding of the

pedagogy surrounding the design of SIM, and will allow participants multiple opportunities to practice skills that will be needed as they assume the role of professional development provider for other Arkansas educators.

The leadership team is extremely excited about the prospect of having our own cadre of professional development providers and a strong network of support at the state, regional and local level that will be made possible by this PPDI. We look forward to hearing from you about your personal successes as a result of having these SIM leaders working with staff in your schools. Most importantly, we look forward to gathering the data that tells us about the results for students as a consequence of cultivating, harvesting and sharing this “crop” of professional developers around our state.

Debbie Cooke, Certified Professional Developer
Center for Research on Learning
University of Kansas





Congratulations Cabot Middle School North!

The National Forum to Accelerate Middle-Grades Reform has just announced that Cabot Middle School North has received the **Arkansas Diamond School to Watch Award**. The National Forum is an alliance of more than 60 educators, researchers, and officers of national associations and foundations dedicated to improving schools for young adolescents across the county. We are especially proud to announce that the strengths of Cabot Middle School North, outlined by the National Forum, included their involvement with the Strategic Instruction Model (SIM) methodologies and professional development partnership with the University of Central Arkansas.

The Principal's Corner: Making A Difference

Overload, confusion, and frustration are only a few words to describe Cabot Middle School North's effort to achieve adequate yearly progress, or AYP, in a sub-population of struggling learners. However, the success of struggling learners is becoming a frequent topic of conversation with the staff at Cabot Middle School North. This success is due to hard work of teachers who are implementing the Strategic Instruction Model (SIM). Teachers are implementing Content Enhancement Routines in all general education classrooms and Learning Strategies are being implemented in small group settings. I am very optimistic that the present effort funded by the Arkansas Department of Education and partnered with the University of Central Arkansas will make a significant difference in helping school districts all over Arkansas achieve adequate yearly progress. We have found a research-validated continuum of intervention services very useful for maximizing academic achievement among struggling adolescent learners.

Renee Calhoon, Principal
Cabot Middle School North

The Teacher's Corner: An Eye Witness Report

I have seen such a difference in many of our students since implementing the use of several of the SIM routines in my classroom. Students who were so overwhelmed by information at the beginning of the year are excelling on tests and other assignments. They are also beginning to be metacognitive about their learning and can have conversations discussing how they learn. I'm very fortunate to work with another teacher on my team who is implementing the same routines. The consistency of the routines across the curriculum is really helping the students take ownership of the routines. SIM is helping both me and my students to feel successful.

Miriam Berryhill, 6th grade teacher
Cabot Middle School North



"Educators must learn that the whole is always greater than the sum of its parts. In so doing, their students will learn to see themselves as wonderful composites of abilities and disabilities as well as strengths and weaknesses. This will become a catalyst for students pursuit of excellence and contentment. This will also become a catalyst for their self-acceptance and confidence that exceeds their present performance."

-Dr. Mark J. Cooper
Excerpt from his book
'Bound and Determined
to Help Children with
Learning Disabilities Succeed.'

The Student's Corner: Success Breeds Success

The following quotes reflect several students who have teachers using the SIM methodologies:

"I like the summaries at the bottom of the organizers; they help me know what will be on the test so that I can know what I need to understand."

"I like the comparison table because it not only lists the important information, but helps you to see how it is different and alike to something else."

"The routines help me to find ways to remember information"

The Paraphrasing Strategy (RAP) is a Hit in Monticello

The word is out on the use of learning strategies in Monticello. At a recent board meeting, Monticello Middle School Principal, Mr. Hughes, shared success of the use of learning strategies with the school board. Several students wrote letters to board members. A few excerpts follow:

"You can use RAP when you're reading, when you're working, or when you're getting a message on the computer. You can also use RAP when you're reading a letter from someone."
- Cynthia

"The RAP strategy is helping me a lot in my science and social study classes. My mom is starting to get excited because I am picking all my grades up. I can't even believe that I was the first on to past the posttest and finished the whole class. P.S. It's fun!"
- De'Shun

"RAP is a good piece to help us read better. RAP is helping us read better, read faster, and remember words. RAP is the best way of helping us."
- Calob

"RAP is amazing. I use it for everything- English, Math, Social Studies, even Science. Ever since I have been using RAP, I have been making better grades. R stands for Read a paragraph. A stands for Ask yourself the main ideas and details. P stands for Paraphrase. I think you should tell the teacher and students about this wonderful idea."
- Aaron

With evidence like this, it is no small wonder that our teachers and students are so excited about SIM!

Dr. Patty Kohler-Evans, Coordinator
Mashburn Institute
University of Central Arkansas





Getting To Know Your Fellow SIM Participants: Cohort I

Learning Strategies

Tom Blount, NWAESC Co-op
 Glenda Braswell, Cabot Middle School North
 Trina Bright, Hall High School
 Rebecca Brown, Cabot Middle School South
 Melissa Clanton, Ann Watson Elem.
 Suzanne Dixon, Cabot Middle School North
 Nelda Doyal, Mena Middle School
 Terra Evans, Cabot Middle School South
 Lisa Haley, ADE
 Beverly Harrison, Mena Middle School
 Sylvia Hiatt, Cabot Middle School North
 Melissa Hobson, Mena Middle School
 Jimma Holder, Mena Middle School
 Kelly Howard, Cabot Middle School South
 Bridgette Inboden, Annie Camp Junior High
 Rose Merry Kirkpatrick, ADE
 Brenda Page, Fouke Elementary
 Danita Pitts, Cabot Middle School North
 Ed Poturalski, Hall High School

Learning Strategies Cont.

Judi Powell, Cabot Public Schools
 Karen Robinson, Monticello Middle School
 Betty Selvy, Crowley's Ridge
 Tiffany Shanky, Dumas High School
 Selina Smith, Pottsville Middle School
 Susan Trent, Annie Camp Junior High
 Kathy Tumlison, Monticello Middle School
 Angie Zimmerman, Arch Ford Co-op

Content Enhancement Routines

Teresa Adams, Cabot Middle School South
 Carol Carter, Hall High School
 Melinda Cobb, Annie Camp Junior High
 Gail Cockrell, Monticello Middle School
 Todd Coogan, Mena Middle School
 Laurie Craig, Mena Middle School
 Camille Cress, Hall High School
 Susan Friberg, ADE
 Jamie Gibson, Cabot Middle School South

Content Enhancement Routines Cont.

Kelly Glaze, Cabot Middle School South
 Jimma Holder, Mena Middle School
 Bobby Holland, Cabot Middle School South
 Amy Hoover, Cabot Middle School South
 Erin Mangrum, Annie Camp Junior High
 Billy Maxey, Mena Middle School
 Robyn McMurry, Monticello Middle School
 Debbie Medlock, Annie Camp Junior High
 Debra Miller, Mena Middle School
 Amy Montgomery, Mena Middle School
 Tanya Newton, Arch Ford Co-op
 Robin Ponder, Mena Middle School
 Kim Rogers, Cabot Middle School North
 Donna Rush, NWAESC Co-op
 Ruthie Walls, Hall High School



Getting To Know Your Fellow SIM Participants: Cohort II

Learning Strategies

T.J. Cross, Cabot Middle School South
 Anita Grisham, Cabot ALE
 Steven Ingle, Cabot Middle School South
 Angela Jackson, Monticello Middle School
 Lori Lamb, ADE
 Sheryl Madison, Cabot Public Schools
 Wanda McWhirt, Cabot Middle School North
 Deborah Meggs, Monticello Middle School
 Brenda Qualls, Monticello Public Schools
 Natasha Rowe, Cabot Middle School North
 John Shirron, Cabot Public Schools
 Dawn Stevens, Monticello Middle School
 Jewell Stout, Felder Alternative Academy

Content Enhancement Routines

Ann Adams, Fuller PCSSD
 Miriam Berryhill, Cabot Middle School North
 Angie Bowman, Cabot Middle School North
 Dianna Bradshaw, Fuller PCSSD
 Lori Bridges, Cabot Middle School South
 Rosemary Burks, ADE
 Lora Caery, Cabot Middle School South
 Michael Clark, Hall High School
 Tonya Cole, Cabot Middle School South
 Jordan Collier, Cabot Public Schools

Content Enhancement Routines Cont.

Machell Dailey, Monticello Middle School
 Bill Dennis, Maumelle Middle School
 Jacqueline Falls, Hall High School
 Joni Farmer, Monticello Middle School
 Kevin Floyd, Cabot Junior High South
 Carrie Fulmer, Cabot Middle School South
 Lisa George, Maumelle Middle School
 Jerome Harper, Hall High School
 Laura Hicks, Cabot Middle School South
 Tonya Holmes, Pulaski Learning Academy
 Gus King, Maumelle Middle School
 Adam Koehler, Maumelle Middle School
 Courtney Lumpkins, Cabot Middle School South
 Diana Macklin, Cabot Middle School South
 Terri Moss, Cabot Middle School North
 Shelly Pelts, Cabot Middle School North
 Brenda Pennington, Monticello Middle School
 Kathy Peters, Cabot Public Schools
 Betsy Pruss, Maumelle Middle School
 John Shirron, Cabot Public Schools
 Jerry Vaughn, Cabot Middle School South

Getting To Know Your Fellow SIM Participants: PPD Cohort

Potential Professional Developers

Tom Blount, NWAESC Co-op
 Laurie Craig, Mena Middle School
 Bill Dennis, Maumelle Middle School
 Lisa George, Maumelle Middle School
 Lisa Haley, ADE
 Jimma Holder, Mena Middle School
 Amy Hoover, Cabot Middle School South
 Bridgette Inboden, Annie Camp Junior High
 Rose Merry Kirkpatrick, ADE
 Erin Mangrum, Annie Camp Junior High
 Amy Montgomery, Mena Middle School
 Brenda Page, Fouke
 Danita Pitts, Cabot Middle School North
 Donna Rush, NWAESC Co-op
 Selina Smith, Pottsville Middle School
 Ruthie Walls, Hall High School
 Kevin Floyd, Cabot Junior High School
 Karen Robinson, Monticello Middle School
 Susan Friberg, ADE
 Melissa Clanton, Ann Watson Elementary





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Check out Mashburn on the web!

[http://www.uca.edu/divisions/
academic/coe/ecse/
mashburn_institute.htm](http://www.uca.edu/divisions/academic/coe/ecse/mashburn_institute.htm)

UCA's Mashburn Institute has H.E.A.R.T.

Mashburn Institute: Yesterday, Today and Tomorrow



The Center of Learning

Professional Development is often a hit and run experience. In this case of the present professional development intervention, teachers are asked to immerse themselves in professional development over a sustained period of time. The following schedule outlines such a commitment of effort. It reinforces the idea that we plan to professionalize our intervention over time.

Dr. Mark J. Cooper, Director
Mashburn Institute
University of Central Arkansas

February 2007

Professional Development conference
Content Enhancement Routine Cohort I
Learning Strategies Cohort I

April 2007

Coaching Visits

May 2007

Professional Development conference
Content Enhancement Routine Cohort I
Learning Strategies Cohort I

July 2007

Cadre Meetings

September 2007

Professional Development conference
Content Enhancement Routine Cohort I
Learning Strategies Cohort I
Potential Professional Developers Cohort

October 2007

Professional Development conference
Content Enhancement Routine Cohort II
Learning Strategies Cohort II

November 2007

Coaching Visits

December 2007

Professional Development conference
Content Enhancement Routine Cohort I
Learning Strategies Routine Cohort I
Potential Professional Developers Cohort
Content Enhancement Routine Cohort II
Learning Strategies Cohort II

February 2008

Professional Development conference
Content Enhancement Routine Cohort I
Learning Strategies Routine Cohort I
Potential Professional Developers Cohort
Content Enhancement Routine Cohort II
Learning Strategies Cohort II

March 2008

Coaching Visits

April 2008

Coaching Visits

July 2008

Potential Professional Developers Conference

September 2008

Professional Development conference
Content Enhancement Routine Cohort II
Learning Strategies Cohort II

