

## THE FIRST FIVE DAYS OF QTL:



*Brain-Based Learning, Learning Styles and Cooperative Grouping are introduced on **Day One**. Activities model practical application of individual work, cooperative grouping using management techniques, and cooperative grouping using learning styles. A thematic approach incorporates principles of making connections through brain-based learning.*



***Day Two** models a classroom environment that incorporates various instructional strategies to differentiate instruction and enable awareness of diversity. Modeling of instructional practices includes assessment of experience and expertise, teaching the curriculum while responding to student interest, group decision-making, and product assessment.*



*On **Day Three**, educators learn effective strategies for incorporating activities that utilize a variety of students' intelligences such as verbal/linguistic, kinesthetic, logical/mathematical, musical, spatial, interpersonal, intra-personal, and naturalist. Modeling of inquiry-based learning actively involves participants in exploration and experimentation.*



*On **Day Four** teachers experience hands-on exploratory learning and constructivist teaching practices when they visit a local historic or scientific site. Content-specific teams for language arts, math, science, social studies and technology work together collecting information and scientific data.*



*Project-based learning and constructivist teaching practices are modeled on **Day Five** as teachers work cooperatively to create a culminating project focused on engaging students in new learning.*

Each day of QTL™ builds skills in understanding teaching and learning strategies that are **research-proven**. Modeled instruction is job-embedded through **practical application** that builds on the learning experiences and utilizes the new strategies through familiar content and settings. QTL models the appropriate use of technologies as tools for teaching and learning to further enhance teacher and student engagement in best practices.

Following the first five days of the program, teams and schools take the program to the 'practical application' level back in their own schools with their students. Practical Application may take one of three forms in follow-up days delivered on-site in the schools, generally starting in the fall. These follow up programs include **Collaborative Projects**, **Focused Collaborative Cycles of Action Research** or **Whole Faculty Study Groups**®. All follow-up programs are designed to foster collaboration and move toward establishing *Professional Learning Communities*.

## QTL DAYS 6 THROUGH 11:

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On **Day Six**, participants reconnect to summertime professional learning. During the process they collect and analyze performance data and finalize the selection of the targeted student need. Through a collaborative process to determine how they will meet student needs, monitor progress and assess results, a professional learning community is formed. Administrators gain further awareness of the processes implemented and become more confident in recognizing and leading discussion of classroom strategies.

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On **Day Seven**, the QTL Instructor engages the faculty in follow-up conversations and provides support for implementation. Faculty assess strategies and prepare for Day Eight presentation. Administrators are engaged in greater awareness of the strategies and processes. This collaborative effort continues establishment and support for the school's collaborative culture.

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**Day Eight** is a time for reflection and celebration of the process. Participants present to the entire faculty the results of the group processes and student results. Should the process or project not be complete, the faculty assesses progress on instructional goals. Administrators meet with faculty to assess progress and celebrate faculty accomplishments.

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**Days Nine through Eleven** mirror Days Six through Eight so that the process is repeated and faculty becomes familiar with the process of using student data to identify areas of greatest student need and builds capacity in developing processes to meet the student needs, monitor progress, assess results and determine next steps.



Each day of QTL's follow-up strengthens skills learned during the summer and helps faculty transfer learning into classroom practice on a broad, collaborative scale. This provides practical application for the strategies modeled during summer learning and builds capacity to meet the needs of **every student, every day.**