

FOUNDATIONS IN QTL:

Foundations in Quality Teaching and Learning is the **first five days** of the **QTL™ Process** in which teachers experience **research-based instructional strategies**, modeled for them by QTL instructional specialists. Teachers quickly recognize the relevance of the program to daily classroom challenges.



*Brain-Based Learning, Learning Styles and Cooperative Learning 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 enable awareness of diversity and to differentiate instruction. Modeling of instructional practices includes assessment of experience and expertise, teaching the curriculum while responding to student interest, group decision-making, and authentic 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, intrapersonal, 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. Cross-curricular teams work together collecting information and scientific data. A move toward creating interdisciplinary collaboration begins.*



*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. Participants are introduced to the follow-up programs that will help them carry their new knowledge and skills from theory into practice.*

Outcome:

Teachers are more aware of research-based instructional strategies and are able to effectively demonstrate them in their classroom management, lesson design, instructional practice, and effective use of technology.

Outcome:

Teachers are engaged in a conversation focused on quality teaching that builds professionalism, collaboration, and higher student achievement.

Outcome:

Teachers recognize “how” to begin addressing the needs of all students, and are encouraged to envision how they can succeed in meeting those needs.

Outcome:

Teachers are more likely to seek collaboration and to promote change that supports improved student outcomes.

Outcome:

Administrators engage in the change process as instructional leaders.