

THE QTLCS PROGRAM

Quality Teaching in the Learning Centered School (QTLCS) aligns QTL instructional strategies with Mike Rutherford's *Learning Centered School* principles. The program helps teachers become more skilled in the essential elements of effective, successful instructional design.

QTLCS is 30 hours of professional development delivered over five sessions. **QTLCS** helps teachers form a deeper understanding of the principles of learning and the learning process and become *consciously competent* instructional designers. Follow-up and support by QTL consultants during the initial implementation process is included.

The focus of **QTLCS** is to **improve instructional design** and to support **teachers in becoming consciously competent decision makers to support student learning**. Active learning experiences build on the strategies of the QTL™ program and integrate the LCS principles to increase teachers' profound knowledge of teaching and learning. **Learning Centered Schools** principles are focused on further developing the individual strengths of each teacher. The process guides teachers as they maximize their strengths, increasing the probability that student learning will occur at high levels. Teachers collaborate to design effective lessons, then examine those lessons and fine-tune them in the company of other expert teachers.

The first three sessions of QTLCS™ (*Building Profound Knowledge of Learning Processes, Designing Learning Centered Instruction, and Implementing Level 3 Learning Strategies*) are delivered on-site. Sessions 4 and 5 (*Collaborating to Create High Quality Instruction and Increasing Profound Knowledge through Collaborative Reflection*) are designed around the development of a collaboratively planned lesson, implemented by each teacher in his or her own classroom. Collaborative reflection and presentation of lesson results completes the program.

Outcome:

Teachers build on their awareness and use of principles of learning as the foundation for development of teaching skills.

Outcome:

Teachers become consciously competent practitioners.

Outcome:

Teachers move away from viewing teaching as a "private practice" and mutually accept responsibility for collaboratively supporting success for all students.

Outcome:

Teachers and school leaders commit to continuous learning and continuous instructional improvement to promote teacher efficacy.

Outcome:

Richer conversations take place within the school, with the focus on instructional improvement and greater impact on student performance.