

## THE QTL PRACTICUM

The QTL Practicum is a framework for staff development that includes modeling of best practices followed by collaborative work sessions where those practices are applied. The program helps teachers further explore the essential elements of quality teaching and embed these components in their instruction.

The basic focus of the QTL Practicum is to bring teachers together for collaborative learning and application. Activities build on the strategies and principles of the QTL program by close examination of participatory model lessons. Participants analyze these strategies and begin weaving them into their own practice, with the support of their peers and the guidance of a QTL instructor.

The idea is that teachers work together to broaden the impact of their instruction and help their students understand the real-world implications of what they are learning. Teachers work in collaboration and use their collective expertise to create effective instructional design and common, authentic assessments.

The QTL Practicum helps teachers examine their own practice and look for ways to become even more skilled in the design and delivery of successful instruction. Follow-up and support by QTL consultants during the initial implementation process is included.

The first three sessions of the QTL Practicum are delivered in a group setting where teachers learn and work together. Each teacher leaves Session 3 with a collaboratively developed unit and matching authentic assessment for use within the next academic term. Follow-up sessions are designed around the implementation of the unit and assessment of results.

**Outcome:**

Participants collaborate with colleagues to define the Future-Ready Learner in terms of essential skills for the 21st Century workplace.

**Outcome:**

Teachers understand constructivist learning theory in concrete terms by engaging in and reflecting upon model lessons.

**Outcome:**

Teachers understand classroom application of inquiry-based and problem-based instruction to develop higher order thinking skills.

**Outcome:**

Participants evaluate current application of teaching and learning principles through self-assessment and group discussion.

**Outcome:**

Teachers connect essential skills across the curriculum to identify interdisciplinary content.

**Outcome:**

Teachers apply concepts of constructivism, inquiry and curriculum integration to collaboratively plan instruction.

**Outcome:**

Teachers create authentic assessments that measure essential skills across disciplines.