

## **EdVista Cares Breakout of our 4 Circles of Focus**



- 1) Professional development**
- 2) Student Assessments and Evaluations**
- 3) Student-Centered Instruction**
- 4) Academic Leagues with the Community**

### **Professional development.**

EdVISTA CARES will hold a summer conference before the school year and during the two subsequent summers and provide trained facilitators to support teachers and staff throughout the year. Teachers will learn to collaborate in the development of a learner-centered, meaningful, project-based curriculum by sharing and planning instruction.

1. Professional development of teachers, to include: Teachers attend a summer conference each year of the 3-year project to learn the rationale for learner-centered instruction and develop the tools to work collaboratively in the design of curriculum and the development of instruction tailored to student needs. Curriculum-design and content-area specialists will guide teachers in developing the tools to design, implement, and assess curricula. During the school year, teachers will have direct access to an EdVISTA-trained mentor-coach- facilitator and participate in 2 weekend retreats to refine their skills and collaborate with their peers in creating and maintaining the learning community.

### **Student Assessments and Evaluations.**

2. Student evaluation every three years, to include:  
Trained local personnel will administer the following array of assessments to students during the first week of school:

- verbal reasoning
- nonverbal reasoning
- processing/attention
- reading comprehension
- math calculation
- written expression
- reading fluency
- math fluency
- writing fluency

Questionnaires designed to elicit background information and determine learning styles will be administered, as well. Students who demonstrate major discrepancies between cognitive and achievement levels will be further tested for the possibility of a learning disability. Teachers and parents will be informed about each student's results through a written report that will contain the following components:

- background information
- learning style preferences
- profile of scores on cognitive and achievement tests
- identification of learning disability, if any
- recommendations for further inquiry or for the development of a 504 Plan or IEP, if applicable
- recommendations to teachers for instructional differentiation

### **Student-Centered Instruction.**

3. Curriculum and instructional design that differentiates instruction based on learners' individual profiles:

- Essential question: During the summer workshops, professional learning teams will develop the essential questions around which curriculum will be designed and instruction will be focused.
- Project-based inquiry instructional design: Teachers will pose key questions or problems to explore within each aspect of instruction. Students will learn the investigative tools appropriate to their entry point and readiness.
- Differentiated instruction based on learner profile and needs: Teachers will utilize information from the evaluation report to modify and scaffold instruction at multiple levels: content, process, product, or a combination, based on the learner's needs.
- School-long projects: Students will be assigned topics on which to become experts over the course of their schooling. Students will have access to teachers and mentors for different aspects of their projects and will present their work to parents and the entire school at the end of each year. Through their projects, students will make connections across disciplines and master the inquiry process.
- Collaboration and team teaching: Teachers within disciplines and across disciplines will collaborate as part of professional learning teams in the design, implementation, and assessment of instruction.

### **Academic Leagues with the Community.**

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The development of academic leagues (similar to sports leagues) will provide opportunities for students to compete within specified subject areas. The students will have the opportunity to join or be formed into teams that will compete and learn by performing. These academic leagues will involve the students, teachers, parents, and the greater community. By creating an engaging long-term team goal with many intermediate steps of success and recognition, the participating students will be taking the first steps in the self-mastery of the subject matter. More importantly, the students will begin to internalize the method required to master a subject and engage in the process of subject mastery independently. The creation, recognition, media attention, parent celebrated discovery, and monitoring by the individual schools of the academic leagues will be an additional gauge of the success of this portion of our project.