

## Executive Summary

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Westwood Heights Elementary School is a Student Success Opportunity School (SSOS) and is being reconstituted for the 2014-15 school year. The new educational opportunity program is a

***Community of Learning*** (PreK - up) and includes:

- Partnership with Nova Southeastern University to provide customized professional learning for teachers to expand and enhance literacy/reading instruction for students
- Partnerships with higher education to create an Urban Academy Professional Development school hosting college/university students for additional teaching support with children
- Expanded Early Childhood Education learning options
- Parent University to strengthen the school/home/community connections
- A "one stop shop" family service center designed to meet the needs of the entire Westwood Heights Elementary community.

This agreement is for Nova Southeastern University, Fischler School of Education's (NSU/FSE) Faculty to provide a high quality professional development program for teachers at Westwood Heights Elementary School (the Professional Development Institute "PDI"). It is intended to enhance teacher knowledge of the latest classroom literacy strategies in reading across the curriculum that can be directly implemented to enhance student success.

**The Purpose of the Professional Development Institute is to:**

1. Enhance teacher knowledge of the latest classroom reading strategies in reading across the curriculum that can be directly implemented to impact student success.
2. Provide baseline knowledge for future ongoing interventions.
3. Introduce teachers to a collaborative researcher-practitioner relationship that will promote future student achievement.
4. Introduce teachers and staff mentoring model that will enhance learning promote school-wide improvements.

Instructional Staff assigned to Westwood Heights Elementary School for the 2014-2015 school year shall participate in the PDI which shall include professional learning of ninety (90) hours as follows:

- A summer module of thirty (30) hours in Professional Development in Literacy
- A fall module of thirty (30) hours in Coaching and Mentoring

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- A spring module of thirty (30) hours in School Culture Evaluation

### **Phase I – August 2014 - Professional Development in Literacy**

Phase I will offer a general overview of literacy study, including aspects of written, oral, and visual literacy and the reading process. Teachers will gain knowledge of varied instructional strategies for reading across the curriculum.

### **Phase II - September – December 2014 - Coaching and Mentoring**

Phase II will introduce the concept and practice of collaborating and mentoring to enhance student achievement and promote improvement in classroom practices and the overall school culture. Teachers will learn the importance of school culture and shared accountability to help teachers establish an aptitude for coaching and mentoring and support peer-oriented professional development activities.

### **Phase III – January – May 2015 - School Culture Evaluation**

Phase III will provide a general overview of the relationship between cultural competence and student achievement. Teachers will be engaged in identifying community resources and developing effective instructional strategies and interventions for assisting urban students.

### **Compensation and Graduate Credit**

Teachers shall be compensated at the rate of fifteen dollars (\$15) per hour for all professional learning which takes place in a classroom setting outside of the regular teacher workday and/or calendar. Successful PDI completers have the opportunity to earn three (3) graduate credits that may be applied towards a Master of Science Degree in Education (MS) in the Graduate Teacher Education Program at NSU/FSE. In addition, PDI completers who enroll in the MS degree program at NSU/FSE are eligible to receive a discount that will be ten percent (10%) of the tuition rate each session for the completion of the MS program.

The Office of Talent Development/Teacher Development will monitor the delivery of the all three phases of the PDI. In addition, it is imperative that the content provided aligns to major District priorities such as the Comprehensive Coaching Plan and implementation of the Florida Standards.