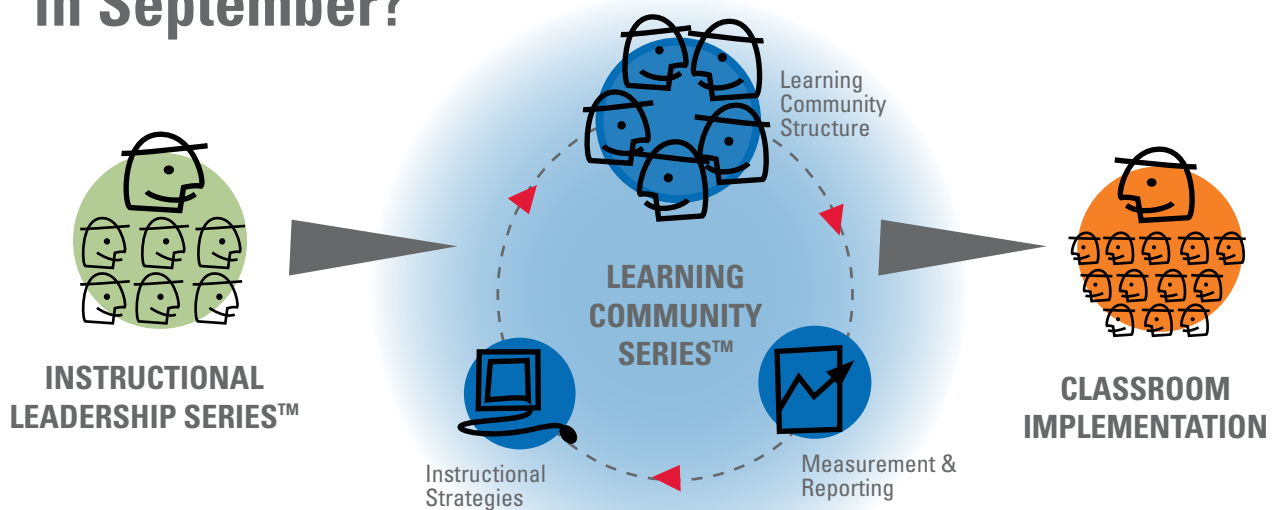


What could you do
RIGHT NOW to help
your teachers be better
in June than they were
in September?

“The TeachFirst professional development model is authentic - it’s about real teachers engaged with real students doing real work with real outcomes.”

– Doug Fisher, San Diego State University



TeachFirst

- » Real staff participation and buy-in, NOT “sit-n-get” PD.
- » Instructional leadership capacity, NOT “experts on parade.”
- » District-wide scalability, NOT “islands of excellence.”
- » Seamless integration with other initiatives, NOT “initiative overload.”
- » Alignment with state and local standards, NOT “one-size-fits-all.”

For more information, or to schedule a TeachFirst demonstration email us at info@teachfirst.com or call 800-665-3929 x0807.

TeachFirst helps you change teaching and learning at your school.

TeachFirst is the leading provider of school-wide collaborative professional development to K12 schools and districts across the country. Our Instructional Leadership Series™ generates school-wide buy-in for change, and the Learning Community Series™ helps your staff work together to achieve real instructional change in the classroom.

Instructional Leadership

Instructional Leadership Series™

TeachFirst's Instructional Leadership Series™ (ILS) enables principals and their teams to generate school-wide buy-in for changing instructional practice in order to meet the needs of struggling students.

“Module I of TeachFirst's Instructional Leadership Series was the best single day of professional development I've attended in my career.”

– Professional Development Director, St. Lucie County FL

The ILS engages school leadership teams in a conversation about why we need to change how we teach to be more effective with struggling learners, and why we need to change how we learn to be more effective at transferring research-based strategies into the classroom.

Participants leave fully equipped with a blue print for changing the culture of teaching and learning school-wide.

“I've never seen our middle and high schools so engaged in professional development. It's shocking to me how involved they've been...I know this format for staff development will create a change in classroom teachers' attitudes and instructional skills.”

– Superintendent, Kanawha County Schools WV

“We sit through a lot of staff development that has little impact or is totally irrelevant. The TeachFirst program, on the other hand, will be absolutely beneficial not only to my staff and students, but also to me personally.”

– Principal, Charleston, WV

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Changing Teaching and Learning

The ILS tackles three big topics through a series of provocative questions over the course of two highly interactive days:

BIG TOPICS

- » Understanding the need for change
- » What effective teaching looks like
- » What professional learning looks like

PROVOCATIVE QUESTIONS

- » Would teachers at your school all agree on the reasons for student failure?
- » Do all of your teachers share a common language for teaching and learning that makes communicating with peers, parents, and students easier?
- » Do all of your teachers have a shared understanding of what effective teaching looks like?
- » Do you see consistency in classroom expectations, routines, and instructional practices from one classroom to the next that make learning easier for students?
- » Do your teachers have the tools and instructional knowledge to teach 21st century skills?

Learning Communities

Learning Community Series™

Not Just Another Meeting

If not carefully structured around improving student learning, many learning communities, or PLCs end up becoming “just another meeting.” Properly structured around the implementation of research-based instructional strategies, PLCs help all teachers build on their professional expertise so that they can help all students learn.

Structure, Tools, and Support

TeachFirst works collaboratively with leadership teams, providing the structure, tools, and support to build self-managing PLCs focused on the effective transference of research-based instructional strategies into the classroom. TeachFirst PLCs allow teachers to focus on what they do best – teaching – so that all students can learn.



“I don’t think we would have been able to get the PLCs started without TeachFirst. They gave us the framework for having the conversation. Without TeachFirst we would have struggled to think about what to talk about in our meetings. TeachFirst is the springboard.”

– Middle School Principal, Richmond VA

STRUCTURE

- » **ACTION PLAN**
Align data, instructional goals and strategies with Learning Community activities.
- » **PROTOCOLS**
Identify roles, knowledge base, and ground rules.
- » **GUIDED INSTRUCTIONAL CONVERSATIONS**
Utilizing tools and support, teachers learn and work together to implement targeted instructional strategies in the classroom.

TOOLS

- » **VIDEO MODELS**
Online videos of research-based instructional strategies provide the catalyst for instructional conversations.
- » **FACILITATOR GUIDES**
Aligned to each video model for use by Facilitators leading instructional conversations.
- » **MEASUREMENT TOOLS**
Provide accountability and support data-driven professional development.

SUPPORT

- » **FULL TIME EXPERT CONSULTANTS**
Highly regarded education professionals - including former school and district leaders - provide ongoing support for and leadership teams and learning communities.
- » **TRAINING**
Introduce expectations, goals, structures, tools, and support. Establish framework for increased leadership capacity.
- » **TECHNICAL SUPPORT**
Online and telephone support for smooth operation of tools and resources.

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Instructional Strategies



TeachFirst structures PLCs around the implementation of research-based instructional strategies. For each strategy, TeachFirst provides a video model and facilitator guide to support professional learning and classroom implementation.

Video Models of Instruction

TeachFirst videos help teachers “see” what effective instruction looks like in real classrooms with real students. Instructional strategies are delivered through more than 150 individual online video vignettes, each demonstrating exemplary teaching of a specific research-based strategy. Videos serve as the catalyst for Instructional Conversations within the PLC framework.

Facilitator Guides

Each Facilitator Guide is aligned to a specific video model and provides a “lesson plan” for leading a focused, rigorous conversation on each strategy. Facilitators are trained to use the guides to lead effective Instructional Conversations within their PLC.

Research-Based

Each Instructional Conversation includes recommended resources for deeper exploration, including journals, books, and websites related to specific instructional strategies.

Elementary strategies: Balanced Literacy

TeachFirst’s elementary strategies are organized into four strands: Learning to Read, Reading to Learn, Learning to Write, and Establishing Learning Environments.

Elementary Instructional Conversations are organized into four instructional strands:

- » Learning to Read
- » Reading to Learn
- » Learning to Write
- » Establishing Learning Environments

In addition, each Instructional Conversation provides Differentiated Instruction focused on three distinct student populations:

- » Struggling Readers and Writers
- » English Language Learners
- » Special Education Students

Secondary strategies: Adolescent Content Literacy

TeachFirst’s adolescent content literacy strategies work across subject areas (Math, Science, English Language Arts, Social Studies, and Electives) to raise content literacy skills and academic achievement for all students. These strategies align to the work of Marzano, Pickering and Pollack, and are organized into three instructional strands:

- » Building Background Knowledge
- » Reading Comprehension
- » Writing to Learn

“I love the video clips because I can see that teachers across the country are dealing with the same issues we are.”

– PLC Facilitator, Richmond, VA

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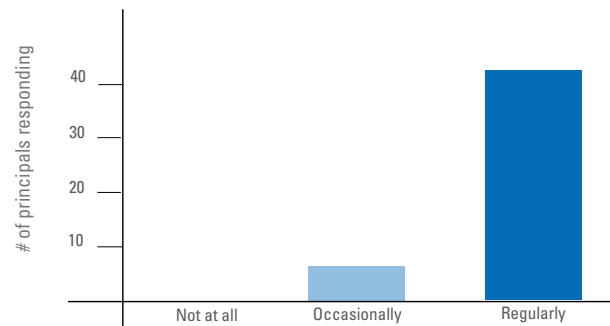
Impact

At TeachFirst, we believe that your Professional Development dollars are an investment, and that results should speak for themselves.

TeachFirst creates the structure and culture for effective site-based professional development.

In a recent survey, 100% of elementary and secondary school principals indicated that their teachers are now meeting to focus on specific instructional strategies. Their TeachFirst PLCs aren't "just another meeting."

In another survey, 88% of secondary school teachers credit TeachFirst with helping change the culture of their school to one of collaboration, professionalism, and literacy.



Teachers in my school are meeting to discuss specific instructional strategies.

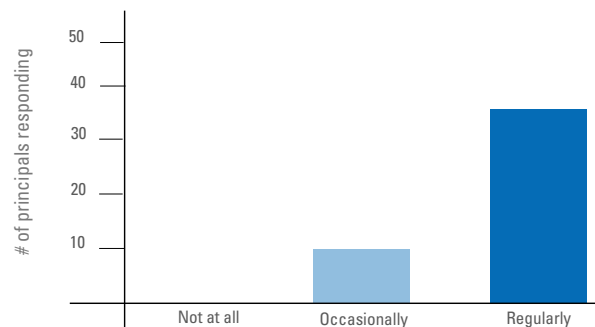
"TeachFirst is a vital tool to get PLCs started around instructional strategies and drive collaborative conversations."

– Principal, Richmond, VA

Research-based instructional strategies are being implemented in classrooms school-wide.

100% of surveyed principals indicated that TeachFirst's model has increased the efficacy and consistency of high quality instruction across their schools.

A walk-through of over 300 classrooms at a large urban high school reported the designated strategy (Cornell Notes) was being implemented in 86% of classrooms.



This professional development model increases the efficacy and consistency of high quality instruction across my building.

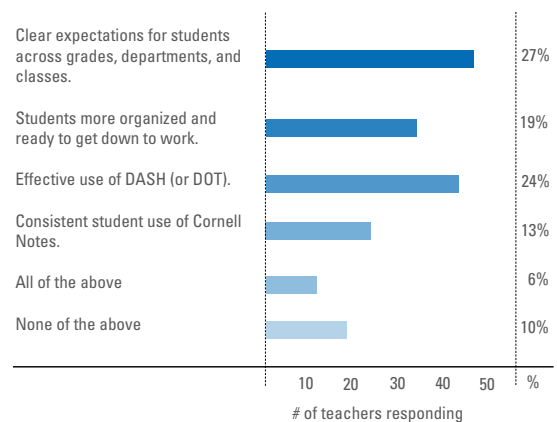
"Other Professional Development programs tell you how to run a PLC, but TeachFirst helps you do it because all the tools are in one place."

– District Administrator, Clark County, NV

The result is improved student learning. PERIOD.

After just 4 months, 89% of secondary teachers surveyed noted student learning benefits in their classrooms, including clear expectations, increased organizational skills, and effective use of specific instructional strategies.

Secondary teachers in two districts have reported seeing increased homework completion, improved parent involvement, and improved bi-monthly classroom testing.



What is the single greatest TeachFirst benefit to students that you have already seen at your school?

"At our school we have put TeachFirst first. Organizational skills make better students and increase learning."

– Facilitator, Horry County, SC

Success Stories

Success with the Instructional Leadership Series™

Fort Pierce Magnet School of the Arts

St. Lucie County, Florida

In the Fall of 2007, Fort Pierce Magnet School of the Arts engaged TeachFirst and began their Instructional Leadership Series. As a result of using the Case Study activity with a particularly challenging middle school student, teachers began to see him as a person and not as a 'problem'. His grades, attendance and behavior were immediately improved when they put together a plan that addressed the specific needs identified through the Case Study.

We'll be following the team at Fort Pierce Magnet School of the Arts in St. Lucie County, Florida to help them measure and report on their continuing progress.

"TeachFirst is the best initiative I have ever been involved with. I would not tell you this if I didn't believe it."

– Principal, Horry County, SC

Success with the TeachFirst Model

Kermit R. Booker Elementary School

Clark County School District, Nevada

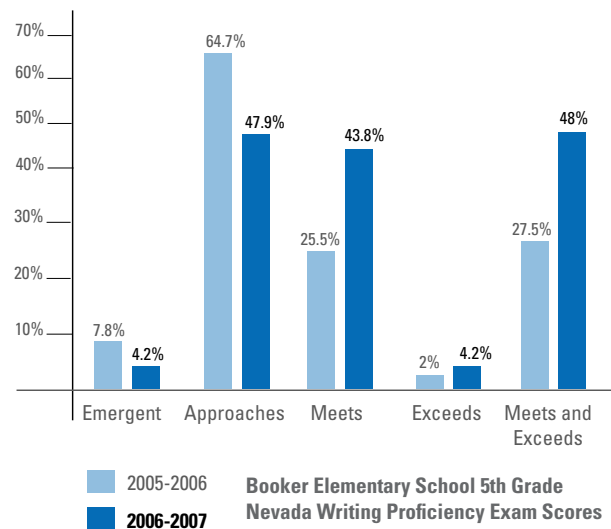
For the 2005-2006 school year, Kermit R. Booker Elementary School in Clark County Nevada did not make Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB) and was designated as "In Need of Improvement" for English Language Arts. Booker's 5th grade scores on the Nevada Writing Proficiency Exam were low and the school had set a goal of increasing writing proficiency across the whole school.

For 2006-2007, Booker Elementary made AYP with an "Exemplary" designation. Booker's principal, Dr. Beverly Mathis, credits the work of the Professional Learning Communities (PLCs) with Booker's success, and TeachFirst with providing the PLCs with the focus, structure, and support they needed.

Booker Elementary had embraced the PLC model as a professional development strategy in 2003, but had not successfully implemented the PLC model across the whole school. TeachFirst was brought in to support PLC implementation and help the school meet their goals.

As a result, Booker saw an increase of 15% in their 5th grade writing scores on the Nevada Writing Proficiency Exam this year. This single success has had a ripple effect. In addition to making AYP, Booker was named as one of four new Empowerment Schools for the 2007-2008 school year.

Booker's success has inspired other schools in Clark County to engage TeachFirst to support them with implementing PLCs and creating a culture of effective teaching and learning.



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