

### Introduction

Advanced Qualification (AQ) is a subject specific training program which is designed to introduce teachers to advanced instructional strategies that enhance students' learning and improve their academic achievement. New teachers participate in this component of the training once they are in the classroom and working directly with students. This allows them to immediately implement their learning and turn theory into practice in their specific subject area.

The AQ training builds on the learning from the GQ and provides teachers with the advanced skills they need to further develop students' higher order thinking skills and to be able to differentiate and scaffold learning for a diverse group of students. New teachers will learn how to use questioning in the classroom to prompt deeper learning and be able to use their students' work to look deeply at how assessment and evaluation can support their students' achievement. New teachers will also participate in grading moderation workshops facilitated by Rosedale subject grading teachers, gain a deep understanding of evaluation criteria, and adopt practical strategies to support students to demonstrate their learning. Additionally, this program provides many opportunities for subject specific teachers to share both their successes and their challenges with Rosedale experienced teacher trainers and their subject colleagues at different schools.

Upon successful completion of this AQ program, the classroom teachers will receive a Rosedale certificate in Advanced Qualification.

### Objectives of Advanced Qualification (AQ)

- Equip classroom teachers with the advanced skills and strategies to develop students' higher order thinking skills
- Develop teachers' questioning skills to encourage deeper student learning
- Provide proactive comprehensive practical training that equips teachers to deliver differentiated classroom instruction that caters to students' individual learning needs and releases students' highest potential
- Each lesson includes information on research based educational strategies, their benefits, real life classroom examples and how to implement them in your classroom
- Grade student's assessment with the lens of a grading teacher in a moderation exercise

# GHS Teacher Training Program

## Advanced Qualification (AQ) Outline

ROSEDALE



### Program Structure & Hours

The AQ Teacher Training Program requires a commitment of approximately **23 hours**.

Activity	Time
4 Units with total 9 Independent Learning Lessons (Text, videos, animations, resources, etc.)	<b>5 Hours</b>
<b>4</b> Live Teacher Training Sessions with Teacher Trainers through Zoom	<b>8 Hours</b>
<b>4</b> Teaching in Practice Activities with Teacher Trainer Feedback <ul style="list-style-type: none"><li>• 3 - Teaching in Action: Multimedia Presentations</li><li>• 1 - Teaching in Action: Hands on Activities</li></ul>	<b>7 Hours</b>
<b>1</b> Final Evaluation (Lesson Plan and Video Demonstration)	<b>3 Hours</b>
<b>Total Training Hours</b>	<b>23 Hours</b>

### Grading Table

Following is the distribution of Teaching in Practice activities and live Zoom sessions:

Distribution	Unit/Session Name	Teaching in Practice Activities	Grade %
<b>60%</b>	Unit 1: Strategies to Increase Student Comprehension	Video demonstration of one strategy with a written reflection	15%
	Unit 2: Responding to Assessment Challenges	Evaluation Exercise	15%
	Unit 3: Use of Questioning Techniques in HOTS Developments	Video demonstration of one strategy with a written reflection	15%
	Unit 4: Advanced Strategies for HOTS Development	Video demonstration of one strategy with a written reflection	15%
<b>30%</b>	Final Evaluation	Customized Lesson Plan	10%
		Lesson Demonstration - Video Presentation	20%
<b>10%</b>	Session 1: Strategies to Increase Student Comprehension	Participation in Live Sessions	2.5%
	Session 2: Responding to Assessment Challenges	Participation in Live Sessions	2.5%
	Session 3: Use of Questioning Techniques in HOTS Development	Participation in Live Sessions	2.5%
	Session 4: Advanced Strategies for HOTS Development	Participation in Live Sessions	2.5%

### Schedule of Cohorts for Live Online Teaching Sessions

Subject Specific*	Session	Commencement Week	Completion Deadline
	1	11-Oct-21	24-Oct-21
	2	25-Oct-21	7-Nov-21
	3	8-Nov-21	21-Nov-21
	4	22-Nov-21	5-Dec-21

*\*All subject specific sessions will commence during the week of Oct 11<sup>th</sup>, 2021.*

<b>Advanced Qualification (AQ) Outline</b>	
<b>Unit 1: Strategies to Increase Student Comprehension</b>	<b>Time Commitment 5 Hours 30 Minutes</b>
<b>Learning Goals</b> <ul style="list-style-type: none"> <li>• Understand the purpose of differentiation and its components in the classroom</li> <li>• Be able to Implement differentiated instruction and resources to meet student needs</li> <li>• Be able to Implement specific graphic organizers to enhance learning to build success for all students</li> <li>• Identify and model reading and comprehension strategies for students</li> <li>• Use a variety of strategies to scaffold comprehension for students</li> </ul>	
<b>Independent Learning Lessons</b>	<b>1 Hour 30 Minutes</b>
<b>Lesson 1-1: Differentiated Teaching and Learning Strategies</b>	
<ul style="list-style-type: none"> <li>• What is differentiation?</li> <li>• Strategies to differentiate learning content</li> <li>• Strategies to differentiate in instruction</li> <li>• Strategies to differentiate student demonstrations of learning</li> </ul>	
<b>Lesson 1-2: Strategies to Increase Comprehension and HOTS</b>	
<ul style="list-style-type: none"> <li>• Inference: reading between the lines</li> <li>• Sorting Ideas with concept mapping</li> <li>• Organizational patterns</li> <li>• Identifying signal words</li> <li>• Making connections: using context to find meaning</li> </ul>	
<b>Lesson 1-3: Scaffolding Learning with Graphic Organizers</b>	
<ul style="list-style-type: none"> <li>• Lecture supports</li> <li>• Notetaking strategies</li> <li>• Pre-Reading/Pre-Lecture</li> <li>• Sequencing</li> </ul>	
<b>Live Session 1: Strategies to Increase Student Comprehension</b>	<b>2 Hours</b>
<b>Teaching in Practice Activity</b>	<b>2 Hours</b>

<b>Unit 2: Responding to Assessment Challenges and Grading Moderation</b>	<b>Time Commitment 5 Hours</b>
<b>Learning Goals</b> <ul style="list-style-type: none"> <li>How to use the teacher assessment checklist to prepare and motivate students to successfully complete formatives</li> <li>Understanding how Grading Teachers assess student work by participating in a grading workshop experience</li> </ul>	
<b>Independent Learning Lessons</b>	<b>1 Hour</b>
<b>Lesson 2-1: Encouraging Formative Assessment Completion to Improve Students' Performance</b>	
<ul style="list-style-type: none"> <li>Preparing students to successfully complete formative assessments - Teacher Self-Assessment checklist</li> <li>Strategies for emphasizing the value of formative assessments</li> <li>How to embed formative assessments into daily lesson plans</li> <li>Reinforcing time management strategies with students</li> </ul>	
<b>Lesson 2-2: Grading with the eyes of the Grading Teacher</b>	
<ul style="list-style-type: none"> <li>Benchmark grading practice <ul style="list-style-type: none"> <li>ESL/English</li> <li>Math/Physics</li> <li>Chemistry/Biology</li> <li>Business/Social Studies</li> </ul> </li> <li>Improving Student Performance</li> <li>Value of reviewing feedback on evaluations with students</li> </ul>	
<b>Live Session 2: Responding to Assessment Challenges</b>	<b>2 Hours</b>
<b>Teaching in Practice Activity</b>	<b>2 Hours</b>

<b>Unit 3: Use of Questioning Techniques in HOTS Developments</b>	<b>Time Commitment</b> <b>5 Hours 30 Minutes</b>
<b>Learning Goals</b> <ul style="list-style-type: none"> <li>Identify the purpose of different types and levels of questions to reveal student thinking and promote higher order thinking</li> <li>Choose and use a variety of quality questions to fulfill different purposes</li> <li>Use a variety of questioning strategies in class</li> <li>Use a variety of strategies to encourage and promote student responses that reveal understanding and demonstrate higher order thinking</li> </ul>	
<b>Independent Learning Lessons</b>	<b>1 Hour 30 Minutes</b>
<b>Lesson 3-1: The Purpose of Using Quality Questions in Your Instruction</b>	
<ul style="list-style-type: none"> <li>Purpose and quality of questioning</li> <li>Strategic questioning and levels of questions</li> <li>Promoting thoughtful responses</li> <li>Planning for questions</li> </ul>	
<b>Lesson 3-2: Implementing Quality Questions in Your Lesson</b>	
<ul style="list-style-type: none"> <li>Encouraging full class participation</li> <li>Respecting student answers</li> <li>Prompting and probing</li> <li>Strategies: <ul style="list-style-type: none"> <li>Volleyball, Not Ping Pong</li> <li>Fact First Questioning</li> <li>No Hands Questioning</li> <li>Juicy Questions</li> <li>Two or Three Before Me</li> </ul> </li> </ul>	
<b>Live Session 3: Use of Questioning Techniques in HOTS Development</b>	<b>2 Hours</b>
<b>Teaching in Practice Activity</b>	<b>2 Hours</b>

<b>Unit 4: Advanced Strategies for HOTS Development</b>	<b>Time Commitment 4 Hours</b>
<b>Learning Goals</b> <ul style="list-style-type: none"> <li>• Understand GHS Standards of Instructional Excellence- Seven C's strategies for effective teaching</li> <li>• Understand the components necessary to create a classroom environment open to student collaboration and higher order thinking</li> <li>• Identify teaching strategies that enhance higher order thinking skills</li> <li>• Understand key effective instructional strategies for everyday teaching to deepen student collaboration and promote student talk</li> </ul>	
<b>Independent Learning Lessons</b>	<b>1 Hour</b>
<b>Lesson 4-1: Collaborative HOTS Activities</b>	
<ul style="list-style-type: none"> <li>• Teacher think and read aloud strategies</li> <li>• 3 Step Interview</li> <li>• Four Corners</li> <li>• Carousel Brainstorming</li> <li>• Shared reading/Jigsaw</li> </ul>	
<b>Lesson 4-2: Utilizing Thinking Tools to Reinforce HOTS</b>	
<ul style="list-style-type: none"> <li>• Thinking Tools <ul style="list-style-type: none"> <li>○ Venn Diagram</li> <li>○ Hierarchical Organizer</li> <li>○ Making Judgments</li> <li>○ Brainstorming and Categorizing</li> <li>○ Drawing Conclusions</li> <li>○ Frayer Model</li> </ul> </li> </ul>	
<b>Live Session 4: Advanced Strategies for HOTS Development</b>	<b>2 Hours</b>
<b>Teaching in Practice Activity</b>	<b>1 Hours</b>
<b>Final Evaluations</b>	<b>Time Commitment 3 Hours</b>
<ul style="list-style-type: none"> <li>• Customized one-page lesson plan</li> <li>• Lesson demonstration – video presentation</li> </ul>	