

Overview

The Professional Development modules for the STAAR MASTER® Learning Recovery Pathway are an integral part of educator and student success for addressing the gaps in learning that students have as they transition from virtual learning to in-person learning. They provide foundational pedagogical skill-building in anticipating and reacting to student learning needs. They form the backbone of the job-embedded collaborative coaching partnership between ECS Learning and educators. In these ways, they give teachers and administrators a safe space for critical reflection, meaningful discussion, and sharing examples of positive change they make for their students.

Three modules for educators at the elementary school level and three modules for educators at the middle school level will be offered in concert with five high-quality, on-demand online courses. Both sets of these modules will be offered in three- and six-hour formats under the guidance of a trained ECS Learning facilitator. All modules will be based in the STAAR MASTER® system and will provide permissioned access to the online platform of Student Practice Books and Companion Work Texts.

All module sets will also include a pre-session for gaining familiarity with the technical aspects of the STAAR MASTER® electronic materials platform, with follow-up sessions embedded across each module of content.

Elementary School Module Content

BEST PRACTICES FOR LEARNING LOSS RECOVERY IN THE EARLY GRADES

Approaches and Strategies Using STAAR MASTER® eBooks

- The Trauma-Informed Lens: What Students Bring to the Elementary School Classroom
- Designing Small-Group Instruction at the Elementary School Grade Levels
- Think-Build-Polish: Focus on Essential Skills and Mastery
- Getting the Most Out Of Grouping with the STAAR MASTER® eBook Platform and Sample Items

POWER GROUPS FOR SUCCESS

How to Engage All Learners in Small-Group Instruction in the Elementary School Grades

- Level Up Your Small-Group Instruction With a Social-Emotional Learning Lens
- Personalized Learning Plus: Setting Up “Power Groups” with Diverse Learners in Mind
- Strategies For Your Elementary School Grade Level Groups
- How STAAR MASTER®’s Design Supports Dynamic Small Groups and Co-Ownership of Learning

STAAR MASTER® IS THE RADAR, YOU ARE THE GUIDE

Launching Your Elementary School Students in the Right Direction

- A Deeper Dive into Working with Diverse Learners
- Understanding the Role of Reading Comprehension for Success in Any Content Area
- Anticipating the Shift to Reading for Learning
- Integrating Formative Assessment and Self-Assessment into the Elementary School Classroom Routine

Each three-hour session will include concentrated facilitated presentations and additional support materials, with asynchronous support for teachers as they work through their reflection activities. Each six-hour session will include these same elements, plus structured time for small- and large-group discussion, breakouts, and additional reflection activities for peer feedback.

Middle School Module Content

BEST PRACTICES FOR LEARNING LOSS RECOVERY IN THE MIDDLE GRADES

Approaches and Strategies Using STAAR MASTER® eBooks

- The Trauma-Informed Lens: What Students Bring to the Middle School Classroom
- Designing Small-Group Instruction at the Middle School Grade Levels
- Think-Build-Polish: Focus on Essential Skills and Mastery
- Getting the Most Out Of Grouping with the STAAR MASTER® eBook Platform and Sample Items

PERSONALIZED INSTRUCTION AND LEARNER DIVERSITY

How to Include All Learners in Small-Group Instruction in the Middle School Grades

- Level Up Your Small-Group Instruction With a Social-Emotional Learning Lens
- Personalized Learning Plus: Setting Up “Power Groups” with Diverse Learners in Mind
- Strategies For Your Middle School Grade Level Groups
- How STAAR MASTER®’s Design Supports Dynamic Small Groups and Co-Ownership of Learning

LAUNCH YOUR MIDDLE SCHOOL STUDENTS INTO SUCCESS

STAAR MASTER® Is the Radar, You Are The Guide

- A Deeper Dive into Working with Diverse Learners
- Reading Comprehension: Vital for Any Content Area
- Integrating Formative Assessment and Self-Assessment into the Middle School Classroom Routine
- Beyond Assessment with STAAR MASTER®: Don’t Teach for the Test, But Let the Test Teach You

As in the Elementary School level, each three-hour session at the Middle School Level will include concentrated facilitated presentations and additional support materials, with asynchronous support for teachers as they work through their reflection activities. Each six-hour session will include these same elements, plus structured time for small- and large-group discussion, breakouts, and additional reflection activities for peer feedback.

Design Philosophy

The design and development of the six modules will follow an evidence-based, best-practices approach that will align to the following crucial elements:

- Infusion of social-emotional learning and trauma-informed approach to student needs
- Acknowledgment of adult toxic stress and anxieties in the transition back to school
- Clearly defined learning objectives explained up-front for each module
- Opportunities to reflect on student needs and personal teaching practice
- Flexible delivery using the eBook platform
- Re-focus on the “main idea” during sessions
- A belief in shifting responsibility for learning from teacher to learner
- Realistic pacing of lesson delivery and thoughtful grouping of students
- Access and links to outside resources
- Inclusion of diverse learners, English Language Learners (ELLs), and special populations
- Scenario Questions to spark reflection and discussion
- Introductory videos for overview segments
- Feedback surveys and session evaluation instruments

Collaborative Coaching Partnership

An important aspect to the design philosophy of the STAAR MASTER® Learning Recovery Pathway professional development modules is their embodiment of the Collaborative Coaching Partnership.

To us, professional development is much more than a “sit-and-get” experience passively done through remote learning. Each of the six modules will align to the work of trained coaches that will lead cohorts of four to five teachers on each campus, who will become STAAR MASTER® experts as a result of job-embedded coaching.

In this way, coaches can build on the specific points from the professional development modules, incorporating them into carefully-planned goals for teacher skill development. These are in turn built upon focused observation of teaching practice. This feedback is crucial, since it leads to self-reflection that itself leads to improved practice. Our goal is sustainable change that can be enacted in the classroom setting for students and teachers making the transition back to in-person learning.

