



**Think Possibilities, Explore Innovation**



**SMAR<sup>2</sup>TEL LEARNING LINKS, LLC**

# **Strategic Partnering Program**

**AN AFFORDABLE SOLUTION FOR SUSTAINING HIGH-QUALITY PROFESSIONAL DEVELOPMENT**

## ABOUT US

Smar<sup>2</sup>tel Learning Links, LLC is a State Board of Education (SBE) approved professional development provider in the area of Reading Language Arts. The company is organized to provide training and professional development support to teachers, specialists, and other literacy professionals in the basic components of effective, research supported reading instruction as defined by the National Reading Panel, the National Institute of Child Health and Human Development (NICHD), and the Learning First Alliance.

Since its inception in 1999, Smar<sup>2</sup>tel has provided training and professional development support for over 70 schools in multiple districts throughout the state of California. We have successfully developed SBE compliant training curriculum for AB 1086, AB 466, SB 472, AB 430 and SB 472 English Learner Professional Development. Smar<sup>2</sup>tel also provides content assistance and advanced level training for LEA's and schools participating in the Reading First program.

Smar<sup>2</sup>tel has developed an extensive catalog of standards and research-based training for workshops, professional development institutes, and on-line use. Our most recent professional development training catalog can be viewed at our website [www.smartel.net](http://www.smartel.net)

Smar<sup>2</sup>tel Learning Links is one of the pioneer companies in the State of California in the delivery of embedded professional development. Our in-school program is designed to enhance the quality of teaching that occurs in the classroom. Teachers are involved in sustained, intellectually rigorous professional learning as they gain knowledge in critical content, pedagogical skills and instructional strategies. Smar<sup>2</sup>tel's services are based on adult learning theory and are designed to involve teachers and principals in the decisions made about their own professional growth.

Smar<sup>2</sup>tel's strength is the quality of its staff, which is comprised of knowledgeable, experienced, highly skilled professional educators who are dedicated to building and improving teaching quality.

Breaking New Ground...



## STRATEGIC PARTNERING PROGRAM

Smar<sup>2</sup>tel's new Strategic Partnering Program is a breakthrough program that sets a new standard for how professional development is priced, packaged and delivered. Smar<sup>2</sup>tel developed this program in response to the budgetary crisis currently impacting K-12 public education which threatens to limit and/or eliminate professional development in many districts throughout the State of California. Therefore, the program has been designed to provide districts with the tools, curriculum, resource, and management flexibility needed to affordably sustain high-quality standards and research-based professional development.

The Strategic Partnering Program is a series of four (4) comprehensive professional development service bundles that use licensing and an innovative pricing structure to make investment affordable. The service bundles are modular in design, thus allowing districts to determine—based on their current capability—what part and/or parts of the program are applicable to their needs.

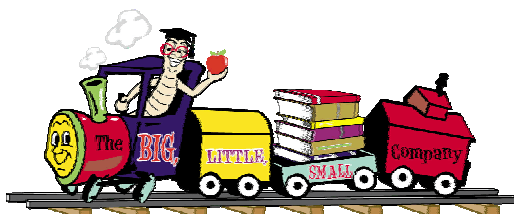
## KEY PROGRAM FEATURES

### Affordability of Service

- new **pricing** structure significantly reduces the cost of a single SB 472 training to less than \$100 per teacher—an example would be our Base service bundle—which can be licensed by most districts for less than **\$300 per teacher for the entire bundle** which includes:
  - SB 472—Initial Training (SRA Open Court 2002 or Houghton Mifflin, Reading California), or newly adopted reading/language arts program
  - SB 472 English Learner Professional Development
  - SB 472 Compliant—Introduction to Pedagogical Content Knowledge—Bridging the Program
  - Three (3) Trainer Development Institutes
- fee based on a single negotiated price (all average per teacher pricing based on estimated total fee)
- program lessens the fiscal constraints of SB 472 training, thus creating the opportunity to train a greater number of teachers, and also to retrain teachers when appropriate

### Management and Economic Flexibility

- new standard five-year **licensing** agreement with an unlimited use provision
- the **unlimited use provision** does not have a recurring charge—districts are able to train and retrain teachers at no additional cost (applies to all training curriculum included in any selected service bundle)
- unlimited use provision provides districts with financial, scheduling, and management control over the training and retraining of teachers
- positions districts to strategically maximize the adoption waiver
- Smar<sup>2</sup>tel will develop the internal trainers for SB 472, and SB 472 compliant reading/language arts training curriculum — 40 hour training institute based on criteria contained in EC Section 99237(a)(4) and (b)
- districts can elect to include administrator and site resource development in order to extend learning from the 40 hour professional development institutes into the classroom for extended practice, reflection and refinement
- positions districts to conduct multiple 40 hour training institutes during the summer
- program is modular in design and supports teachers, administrators, and support resource and allows districts to begin with our Base service bundle and selectively add by position or specific training





## Training Curriculum Design

- redesigned the SB 472 and AB 430 training curriculum for SRA, Open Court 2002, and Houghton-Mifflin, Reading California to include the three most significant instructional elements identified in the 2007 Reading Language Arts Framework
  - *extra support for struggling readers*
  - *extra support for English Learners*
  - *intensive vocabulary instructional support*
- seamlessly integrates new pieces with the routines, processes and procedures that support the implementation of the adopted reading program
- supports multiple professional learning outcomes for those districts who elect to use the adoption waiver
- will have the option of selecting which version of the SB 472 and AB 430 (Administrator Training Program) training curriculum (current or new adoption) they want included in their service bundle.

## NEW SB 472 COMPLIANT TRAINING CURRICULUM

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The *Beyond the Program Series* — was developed to support teachers already familiar with, and effective in using the district's adopted reading program and who would benefit from the acquisition of pedagogical content knowledge. This new series of trainings is designed to provide teachers, administrators, and support resource with extensive, demanding content-based training, and frontload participants' with knowledge of content in the Reading Process. The Series consists of four (4) modules:

- **Bridging the Program**

Offers teachers, site-based resource, and administrators the opportunity to gain insight and a deeper understanding of the specialized content knowledge needed to teach reading. During this training institute, teachers will have the opportunity to explore the power of pedagogical content knowledge and experience the difference it can make in the quality of their teaching. Teachers will learn how to use content knowledge to create more efficient and effective use of the instructional reading program in the context of teaching situations. This will enable them to make choices about students' needs and the actions that they will take to affect student learning.

- **The Reading Process – A Foundation for Research-Based Literacy Instruction**

This professional development module is designed to provide teachers with the in-depth knowledge needed to teach reading content. This 5-day institute will focus on five major areas - phonemic awareness, phonics, fluency, vocabulary, and text comprehension - along with critical skills (word-attack, spelling, listening, speaking and writing). Each area of the training is correlated with the California State Academic Content Standards and teachers are provided useful strategies and materials that can be immediately used to instruct and support the various levels of learners in the classroom. This training will also give teachers the research base that they need to understand how the brain learns, how children learn to read inside of the "Reading Process" and how to meet students' needs in a balanced, comprehensive manner.

- **Intervention and the Struggling Reader**

The 5-day institute, which builds upon key learning from “The Reading Process – A Comprehensive Approach to Literacy Instruction” module, and is designed to extend and enhance the pedagogical content knowledge and data collection and analysis skills of the classroom teacher. The module focuses on two key areas of teacher need – using specific, content-driven data to inform instruction followed by the delivery of effective differentiated instruction.

- **Oral Language Development/Vocabulary**

This module is designed to build the capacity of classroom teachers to effectively address the oral language and vocabulary needs of culturally and linguistically diverse learners. This 5 day institute is intended to inform participants of the issues and impact of poor language development on a student’s school career and to provide ways to properly assess and provide relevant instruction to address those needs. This module will add to a teachers’ knowledge of how students who are struggling with Standard English, and second language learners, develop oral language and vocabulary with a focus on practical information based on current and confirmed research.

## ANCILLARY SERVICES

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### Custom Training Curriculum Design

- Smar<sup>2</sup>tel will partner with LEAs to develop and write training curriculum that:
  - supports instructional materials aligned with the state content standards and the curriculum framework specific to the needs of the districts
  - Can either be content based; rooted in routines, processes, and procedures; or a unique blend of both
  - Is fully compliant with SBE adopted guidelines that support the development of reading language arts training curriculum.
- all custom training curriculums will include a trainer’s module
- Smar<sup>2</sup>tel has developed the tools needed to support collaborative planning, that will also assist LEAs in being able to appropriately identify areas of need
- Smar<sup>2</sup>tel will monitor and measure the effectiveness of the beta training curriculum and when appropriate make adjustments and/or revisions

### Trainer Development

To ensure program effectiveness, district identified “lead trainers” will receive 12 months of continuous on-going training support. Development for lead trainers will be accomplished through our company’s new Professional Learning System. The process will include content specific trainer development institutes, and blended learning community. The goal is to provide trainer candidates with a balance of theory, research, content, best practices, and practical strategies they’ll need to implement, supervise, and support 40 hour institutes. Candidates will also learn how to facilitate adult learning; acquire skills and strategies for facilitating problem solving, participant-centered learning, and agreement building.

Smar<sup>2</sup>tel will make available its on-line professional development library to newly trained district trainers in order to fill gaps, increase knowledge and skills, and better position them to be effective in delivering their designated training module.

A virtual learning community will also be established in which Smar<sup>2</sup>tel personnel will hold monthly seminars that engage participants in inquiry-based learning and needs-based learning opportunities. In essence, the support will extend what has been learned in the training and provide a consistent level of support to ensure retention, confidence, and the leadership capability needed to successfully develop the internal resource needed to deliver and support high-quality professional development.

## NEW DELIVERY MODEL

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**Smar<sup>2</sup>tel Professional Learning System**— is the most comprehensive service bundle offered in our Strategic Partnering Program. The system, itself, is a contextual LEARNING CONSTRUCT that is continuous in design and conforms to the new standards for professional learning as defined by the National Staff Development Council (see pages 7-9).

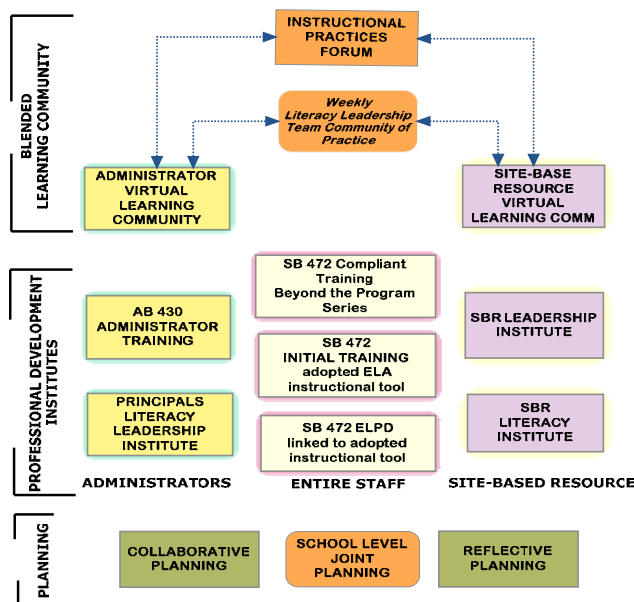
The new Professional Learning System incorporates a variety of research-based professional development models and learning strategies into a systematic, coherent, sustainable, learning continuum that supports the development of site-based literacy teams (site administrators, classroom teachers, and specialists) who will be developed in the pedagogical content knowledge, skills, and behaviors needed to:

- utilize the Reading/Language Arts Framework, and the adopted Reading/Language Arts program to maintain the ongoing improvement of high-quality, rigorous English-language arts instruction
- seamlessly extend learning from the 40 hour professional development institutes into the classroom for extended practice, reflection and refinement
- support the implementation and use of core academic content and pedagogy
- establish the foundation for a self-sustaining learning organization

The system is organized around three component parts:

- **Collaborative Planning:** The collaborative planning process structures and calibrates the system to include focus, content, measurement, and learning. The planning process seeks to identify authentic problems that need to be solved in context to achieving the improvement priorities identified in the LEAs strategic plan
- **Professional Development Institutes:** There are seven professional development institutes incorporated within the structure of the system. All institutes are research-based; customized to include the district improvement opportunity; and structured around practices that enable educators to develop the skills necessary to implement what they are learning
- **Blended Learning Community:** The majority of learning that takes place within the system is accomplished through a “blended” learning community model. Blended learning community integrates online learning and face-to-face meetings. Our learning community model consists of a virtual learning community, weekly (school site) literacy leadership community of practice meetings, and an instructional practice forum





The process of inquiry and the concept of “situated learning” are the primary vehicles used to accomplish learning within the System. Smar<sup>2</sup>tel has anchored “situated learning” in three high-leverage vehicles:

- **The Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade 12 (2007)**—anchors the learning process, and grounds our approach to situated learning. The literacy leadership team will be developed to use the framework as a tool to benchmark and develop strategies to address instructional improvement opportunities.
- **Instructional Practice**— focuses professional development, lays a framework from which schools can sustain practice, promotes teacher and student learning, and sets the stage for the adoption implementation. The instructional practice is identified through the process of collaborative planning, and subsequently incorporated into all the professional development activities within the system.
- **Adopted Reading/Language Arts Program**—Smar<sup>2</sup>tel views the adopted Reading/Language Arts program as the most logical vehicle to drive practice within the system because its implementation creates focus and a more respectful environment for learning.

The Smar<sup>2</sup>tel Professional Learning System is a continuous process implemented over a two year period in two phases:

- **Development**—The Development Phase is guided by the use of an instructional practice, the administrator and site-based resource (SBR) learn how to effectively utilize the Reading/Language Arts Framework (2007) to provide direction and assistance in the implementation of the instructional practice. They will actively make connections to the research and academic content standards to gain a comprehensive understanding of reading/language arts instruction and the adopted instructional program. With the classroom as the laboratory, administrators and site-based resource will demonstrate their ability to support teachers in direct professional development activities that give teachers a secure sense of what they can expect from the literacy team as they transition into implementing the newly adopted program.
- **Application**—The Application Phase promotes the continuous cycle of learning in an environment that is conducive to practice and usage of the adopted reading/language arts program. When the goals of the development phase are achieved, the administrators and SBR will be positioned to guide and support teachers as they move from SB472 and/or SB 472 compliant training into the classroom. Drawing upon their knowledge of the Framework and the program, as well as their coaching and facilitation skills, the team will be able to monitor the quality of instruction and provide professional development opportunities that meet the needs of teachers. They will also be capable of developing viable learning communities in which teachers can collaborate and maintain focus on improving student learning and achievement.

## SERVICE BUNDLES

**Base Teacher Model (120 Hrs.)**

- SB 472—Initial Training (SRA Open Court 2002 or Houghton Mifflin, Reading California), or newly adopted reading/language arts program
- SB 472 English Learner Professional Development
- SB 472 Compliant—Introduction to Pedagogical Content Knowledge—Bridging the Program
- Three (3) Trainer Development Institutes

**Administrators Model**

- **Option A—Standard Model—Add-on to Base Model (120 Hrs.)**
  - AB 430 (new or adopted reading/language arts program)
  - Selected Institute (Beyond the Program Series)
  - SB 472 ELPD or SB 472 Initial Training
- **Option B—Professional Learning System (250 Hrs.)**
  - Literacy Leadership Institute
  - AB 430, Module 1 (new or adopted reading/language arts program)
  - Virtual Learning Community
  - (6) Best Practices Workshops

**Site-Based Resource****Professional Learning System (240 Hrs.)**

- SB 472 (new) or Beyond the Program
- Literacy Institute
- Leadership Institute
- Virtual Learning Community
- (6) Best Practices Workshops

**Site-Based Literacy Team****Professional Learning System**

- **Teachers (140 hrs.)**
  - SB 472—Initial Training (SRA Open Court 2002 or Houghton Mifflin, Reading California), or newly adopted reading/language arts program
  - SB 472 English Language Professional Development
  - SB 472 Compliant—Introduction to Pedagogical Content Knowledge—Bridging the Program, or a selected training institute from our “Beyond the Program Series”
  - Three (3) Trainer Development Institutes
  - Access to on-line professional development courses
- **Administrators (250 hrs.)**
  - AB 430 (new adoption) or one selected Institute from Beyond the Program Series
  - Literacy Leadership Institute
  - Virtual Learning Community
  - (6) Best Practices Workshops
- **Site-Based Resource (240 hrs.)**
  - SB 472 (new) or Beyond the Program
  - Literacy Institute
  - Leadership Institute
  - Virtual Learning Community
  - (6) Best Practices Workshops

## SMAR<sup>2</sup>TEL PROFESSIONAL LEARNING SYSTEM

### LINKAGE TO NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS

<b>Context Standards</b>		
NSDC Standards	Smar <sup>2</sup> tel Professional Learning System	Structures
<p><b>Learning Communities:</b> Organizes adults into learning communities whose goals are aligned with those of the school and district.</p>	<p>Organizes administrators and school-based support resource into learning communities that use high leverage instructional practices, identified in the collaborative planning process as a district-wide improvement opportunity to guide their work. The “blended” learning communities meet on a regular basis (virtually, and face-to-face) to extend their instructional leadership knowledge and skills through inquiry. They are involved in experiences that encourage collaboration that is focused on assisting teachers in improving their practice, analyzing data and monitoring teaching and learning, as well as, the critiquing of and partnering in school improvement efforts. The learning communities for the school-based support resource also collaborate in these areas; however, their frame of reference is one of facilitator, supporter and co-learner providing continuous, job-embedded professional development to teachers that focuses on student learning. There is also a learning community that is formed at the site level by the literacy leadership team. They bring what they learn from each of their other communities and make the necessary connections to benefit their own school plan for improving teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Virtual Learning Communities</li> <li>• Weekly literacy Leadership Team Meetings</li> <li>• Instructional Practices Meeting</li> </ul>
<p><b>Leadership</b> Requires skillful school and district leaders who guide continuous instructional improvement</p>	<p>The system pays particular attention to the issues of leadership and professional culture; provides continuous professional development designed to increase the knowledge and skill base of administrators in content and management of teaching and learning, so that the critical link between improved student learning and the professional learning of teachers is made clear and addressed specifically. Administrators are supported in building the systems necessary to positively impact organizational change in the area of culture. The system is designed to provide administrators with skill and knowledge building in the areas of assessment, monitoring and supervision of instruction, pedagogical content knowledge, and professional development (design, alignment and measurement).</p>	<ul style="list-style-type: none"> <li>• Administrators Literacy Leadership Institute</li> <li>• SBR Literacy Leadership Institute</li> <li>• AB 430 Administrator Institute</li> <li>• SBR Literacy Development Institute</li> </ul>
<p><b>Resources</b> Requires resources to support adult learning and collaboration</p>	<p>Our system is an investment made in developing resource that can support district-wide improvement efforts. There is a focus on high-leverage instructional practices prioritized by needs that are identified through data. The System incorporates adult learning theory and utilizes a situated approach to learning to ground and connect learning to participants own practices. The inquiry process utilized in learning community allows participants to define their own learning</p>	<ul style="list-style-type: none"> <li>• School-based Resource</li> <li>• Administrator and SBR Literacy Leadership Institute</li> </ul>

## Process Standards

NSDC Standards	Smar <sup>2</sup> tel Professional Learning System	Structures
<p><b>Data Driven</b> Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement</p>	<p>The system is designed to develop participants in the process of Data Driven Decision Making (DDDM); Using the five essential elements of effective data driven instruction participants are guided in the building of a data system that focuses on assessment and utilizing student and instructional data to determine need, plan learning opportunities, monitor/measure progress and ensure continuous learning and process improvement – this is the purpose of the system.</p>	<ul style="list-style-type: none"> <li>• DDDM Workshop (Administrators and SBSR Literacy Leadership Institute)</li> <li>• Data collection and analysis</li> <li>• Identification of instructional practices</li> <li>• Learning community</li> </ul>
<p><b>Evaluation</b> Uses multiple sources of information to guide improvement and demonstrate its impact</p>	<p>Information from four levels provides input into the system – district, administrators, teachers and students—to ensure improvement is systematic and systemic. Action plans that include measurements to be used that measure outcomes for effectiveness are an inherent part of the processes within the system. Evaluating the effectiveness of the professional development system is critical to sustaining improvement – the literacy leadership team will learn how to evaluate with relevant data. A modified version of the NSDC standards for professional learning will be the key measures used to evaluate effectiveness.</p>	<ul style="list-style-type: none"> <li>• Action Planning</li> <li>• Learning Community (reflection process)</li> <li>• Plan, Do, Check, Act</li> <li>• Administrator and SBR Literacy Leadership Institutes</li> <li>• Instructional Practices Meeting</li> <li>• Weekly SLLT Meeting</li> </ul>
<p><b>Research Based</b> Prepares educators to apply research to decision making</p>	<p>Research is incorporated into the process to enhance inquiry, critical thinking and problem-solving, as the literacy leadership team approaches key decisions. Administrators and school-based resource will learn how to evaluate and use research that has merit and is appropriate to their focus.</p>	<ul style="list-style-type: none"> <li>• Learning community Inquiry process</li> <li>• Action Planning</li> </ul>
<p><b>Design</b> Uses learning strategies appropriate to the intended goal</p>	<p>The system utilizes multiple professional development strategies to develop the literacy leadership team into a resource that can meet the primary goal of creating learning communities that value and work to improve literacy, teaching and learning. Strategies include but are not limited to: traditional presentation; face-to-face; technology (chats, blogs, forums, videos, webinars, podcasts etc.) and inquiry/research. Coaching is optional</p>	<ul style="list-style-type: none"> <li>• Joint Kick-off Meeting</li> <li>• Instructional Practices Meetings</li> <li>• Virtual Learning Community</li> </ul>
<p><b>Learning</b> Applies knowledge about human learning and change</p>	<p>Guided by the research on how people and students learn (National Research Council), learning experiences are developed based on the concepts of a knowledge-, learner-, assessment-, community-centered environment. Our system is designed to prepare teams for the challenge of change as they create a culture of literacy through their own action plans. All of the processes inherent in the system will be modeled, with the expectation for replication, practice and transference.</p>	<ul style="list-style-type: none"> <li>• All Institutes</li> <li>• Instructional Practices Meeting</li> <li>• Virtual Learning Community</li> </ul>
<p><b>Collaboration</b> Provides educators with knowledge and skills to collaborate</p>	<p>Provides the literacy leadership team with models of and opportunities for collaboration. Using the theory of socio-cultural learning, which says learning first takes place socially, all of the learning communities, joint planning sessions, weekly team meetings and workshops/institutes organize participants into groups, making sure that facilitation skills are also addressed. During the application phase, the literacy leadership team will purposefully provide opportunities for collaboration guided by assessment and instruction.</p>	<ul style="list-style-type: none"> <li>• All Institutes</li> <li>• Instructional Practice Meeting</li> <li>• Weekly Literacy Leadership Team Meeting</li> <li>• Virtual Learning Community</li> </ul>

<b>Content Standards</b>		
<b>NSDC Standards</b>	<b>Smar<sup>2</sup>tel Professional Learning System</b>	<b>Structures</b>
<p><b>Equity</b> Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement</p>	<p>Our system begins with a survey that provides information regarding participant knowledge, attitudes and skills. Through the professional development system, practices are essential to affecting positive changes in the attitudes and behaviors of administrators, resource, teachers and ultimately, students. Literacy leadership teams learn to support literacy and learning environment for teachers and students in a way that values their affective and academic needs.</p>	<ul style="list-style-type: none"> <li>Administrator and SBR Institutes</li> </ul>
<p><b>Quality Teaching</b> Requires skillful school and district leaders who guide continuous instructional improvement</p>	<p>Drawing on the hallmark of our company, the literacy leadership team participates in learning experiences that focus on the pedagogical content knowledge of literacy, the schema of high-leverage instructional practices and the analysis and interpretation of data. This will ensure that they are prepared to support teachers in providing instruction that is rigorous, relevant and meaningful for meeting students' needs (improving teacher practice and student learning). The implementation of the new SBE-adopted core program is the focus of practice in the application phase of the system and includes the assurances of required training (SB 472/ AB 430), assessment and monitoring, and instructional assistance from the literacy leadership team</p>	<ul style="list-style-type: none"> <li>Administrator and SBR Institutes</li> <li>SB 472</li> <li>Identification of Instructional Practices</li> </ul>
<p><b>Family Involvement</b> Requires resources to support adult learning and collaboration</p>	<p>Prepares the literacy leadership team to involve all stakeholders in the vision, mission and goals for creating an environment focused on improving student learning in literacy. One example of how our process will address this standard is through the situated learning activities that take place. Participants will be given a simulation or case study that requires them to plan and conduct a meeting in which they communicate information regarding a school's analysis of data that supports the need for a partnership with family.</p>	<ul style="list-style-type: none"> <li>Administrator and SBR Literacy Leadership Institutes</li> </ul>



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## Strategic Partnering Program



*Affordable*

*Management and Economic Flexibility*

*Redesigned Training Curriculum*

*Custom Curriculum Design*

*New Content Based Training Curriculum*