

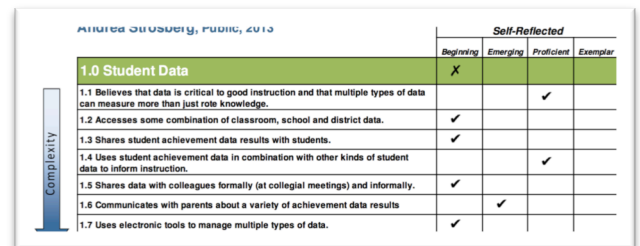
Tailoring Professional Development to Individual Teacher Needs

Blended and personalized instruction is starting to have a demonstrably positive impact on student learning. Why then, are these effective strategies relegated to just students and the classroom? We believe that there is no better way to offer professional development on blended learning than through a blended and personalized PD model. Effective professional development starts with determining the unique needs of each educator then personalizing support through a competency based approach.

The Alvo Blended Competencies©

Alvo has developed a survey that assesses teachers' level of skill and comfort with instructional competencies necessary to facilitate highly differentiated blended and personalized classrooms. The survey results in a report that is then used to determine the breadth of each educator's readiness to take on Blended Learning. The report can also be used to customize and monitor each participant's professional development supports. A snapshot of **Alvo's Blended Instruction Competency Report©** can be found below. These reports cover all four of **The Alvo Blended Competencies©** Data, Instruction, Student Engagement and Innovation.

With strengths and areas in need of further exploration identified, teachers can work through from a series of modular content/workshops. How teachers engage with this content varies depending on the type of engagement. Alvo works closely with schools districts to create a tailored scope and sequence with site based professional development opportunities supported by asynchronous web-based resources. In all cases, teachers are offered professional development that aligns with predetermined, and on-going, areas of need and interest.



		Self-Reflected			
		Beginning	Emerging	Proficient	Exemplar
Complexity	1.0 Student Data	X			
	1.1 Believes that data is critical to good instruction and that multiple types of data can measure more than just rote knowledge.			✓	
	1.2 Accesses some combination of classroom, school and district data.	✓			
	1.3 Shares student achievement data results with students.	✓			
	1.4 Uses student achievement data in combination with other kinds of student data to inform instruction.			✓	
	1.5 Shares data with colleagues formally (at collegial meetings) and informally.	✓			
	1.6 Communicates with parents about a variety of achievement data results		✓		
	1.7 Uses electronic tools to manage multiple types of data.	✓			

and

Educators can choose from a variety of support options including:

Alvo Practitioners' Circle 101: From Theory to Practice-An Introduction to Blended Learning

Ideally, this is the first PD for school leadership teams and teacher leaders. Completion of this online course will help prepare participants for the other work of transitioning to blended learning. The course is a great way to learn about blended without becoming immediately overwhelmed. In addition, all participants receive a personalized professional development plan, based on Alvo's Blended Learning Competencies that launches them into the next learning opportunity. The full course description is on our website:

<http://thealvoinstitute.com/services/professional-development/online>

"This course from The Alvo Institute is stunning in its depth of translating theory to action and stimulating great conversations among educators to produce breakthrough learning." -Michael B. Horn

Coaching and Support for Principal and "Lead" Teachers

We have learned that changing teachers' practice, the way blended often demands, requires some amount of 1:1 coaching. Alvo can coach teachers directly, or we can coach site leaders who will provide coaching support for teachers. A member of the Alvo team will establish a relationship with the educator(s) being coached. Together, the Alvo team member and the participating educator will review and discuss classroom observation videos/notes, and discuss the practical ways to support teachers transiting to blended.

Half and Full Day Workshops with topics like "Intro to Blended Learning" and "Designing a Blended Program"

These workshops are run like highly differentiated blended classrooms: there is some direct instruction with more small group learning and exploration. Common topics include "Exploring What Blended Learning Is and Is Not" and "How Blended Learning Can Support ELLs". See our website for a full list of current workshop topics.

<http://thealvoinstitute.com/services/professional-development/in-person>

Extended Professional Learning Community (EPLC) ©

We create **Extended Professional Learning Communities©** with a customized scope and sequence of topics the faculty needs to cover in order to develop their content knowledge of the blended methods. Capacity building happens in face-to-face meetings and is extended and personalized in an online format. The main goal of the **EPLC©** is to offer participants small chunks of information every week, or every other week, with ample time to process, discuss and even try things in their classrooms. It can be a "flipped" classroom for teachers: a teacher reads an article and engages in an online forum with colleagues before having a live discussion at a brown bag lunch. In addition, the online platform allows participants to extend discussions that happen in person and share digital resources. Samples of previous **EPLCs©** are available upon request.

Pricing: PD packages are customized to meet needs and budgets. Contact info@thealvoinstitute.com. It is more affordable than you think!