
Measuring Up[®]

R E S E A R C H
B A S E

FOR
Measuring Up[®]
PROFESSIONAL DEVELOPMENT

INTRODUCTION

In January 2002, President George Bush signed into law the No Child Left Behind Act of 2001. Under the new law, federally funded education programs or practices must be based on evidence that validates their usefulness in achieving the stated outcome. It calls for educators selecting instructional materials for students and faculty to consider the supporting research base for said materials.

Since its inception in 1990, Peoples Publishing Group has built and revised our student and educator learning products and programs based on continual review of the scientific research literature. For more than ten years, the company has been providing professional development in the form of face-to-face workshops. The well-known historian, Dr. Molefi Kete Asante, led workshops, in which he guided educators to implement the history text, *African American History, A Journey of Liberation*, written by Dr. Asante. Measuring Up® Professional Development Workshops are held nationwide, including New York City and Texas, with diverse populations of educators.

The foundation of Peoples Publishing Group's Measuring Up® Professional Development Program is a set of principles derived from current theory and research on state standards, reading and language arts, mathematics, writing, science, social studies, assessment, literacy, and educator professional development. This document serves to provide information about the Measuring Up® Professional Development Program and the research behind its development.

A complete bibliography of all scientifically based research that served as the basis for development of Measuring Up® Professional Development is provided at the end of this document.

THE Measuring Up® PROFESSIONAL DEVELOPMENT PROGRAM

Measuring Up® is a Professional Development program for K–12 educators. Workshops provide instruction on selected topics to educators on-site at the customers' schools. Each Workshop is completely customized to the state curriculum standards for each state, and our Learning Specialists tailor instruction to the needs of educators.

RESEARCH-BASED PEDAGOGY OF THE Measuring Up® PROGRAM

The Measuring Up® Professional Development Program is based on sound educational research in the areas of assessment, standards, professional development, student learning, and the content areas. The key features of the Measuring Up® Professional Development Program are designed to enhance best practices for effective teaching of each state's mandated curriculum standards and performance objectives. There are some research-based unifying pedagogical principles, summarized below, which form the foundation of the Measuring Up® Professional Development Program.

RESEARCH PRINCIPLE 1:

Educational programs must be based upon challenging academic content standards in academic subjects, the teaching of advanced skills, and challenging student academic achievement standards. (PL 107-110, the No Child Left Behind Act of 2001.)

RESEARCH PRINCIPLE 1 APPLIED:

The Measuring Up® Professional Development Workshops provide instruction on the topic area customized to each state's standards. So educators attending a Workshop about assessment focus on the Workshop's content area as applied to that state's assessment standards.

RESEARCH PRINCIPLE 2:

Teachers are responsible for teaching the skills, knowledge, and behaviors essential to answering test questions, as well as preparing their pupils for the formal assessments. (Airasian, *Classroom Assessment*. 1991.)

RESEARCH PRINCIPLE 2 APPLIED:

Measuring Up® Professional Development Workshops provide comprehensive assessment instruction activities. Each Workshop is linked to the individual state standards to illustrate how the educator can provide targeted direct instruction for those areas that are weak. Educators also learn how to craft assessment questions aligned with the content of the state assessment, and in the state assessment's style and format.

RESEARCH PRINCIPLE 3:

To improve student achievement, adult learning professional development should “involve groups of teachers rather than individuals from a number of schools...” It must promote deep understanding of a topic and provide

many opportunities for teachers and administrators to practice new skills with feedback on their performance until those skills become automatic and habitual. (NCTM, Professional Development for Teachers of Mathematics. 1994.)

RESEARCH PRINCIPLE 3 APPLIED:

Effective teaching and learning requires a number of opportunities to interact with the idea or procedure through active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving. Measuring Up® Workshops facilitate a collaborative environment in order to enable schools and districts to build local communities of learners. Measuring Up® Professional Development Workshops are most effective when incorporated as part of an overall district- or school-wide professional development plan.

RESEARCH PRINCIPLE 4:

The emphasis of professional development should be on small groups and learning from one another. Called experiential learning, this method that involves teachers actively is preferred by teachers. In addition, experiential learning provides a deeper, more memorable learning experience. (Sparks, Designing Powerful Professional Development for Teachers and Principals. 2002.)

RESEARCH PRINCIPLE 4 APPLIED:

Measuring Up® Professional Development Workshops are interactive, not lecture. Each educator is expected to participate in the Workshop discussion, activities, and project. Workshop projects, activities, and materials are all geared towards facilitating the educators' ability to apply the content and their learning experience in the classroom.

RESEARCH PRINCIPLE 5:

“A major purpose of evaluation is to help teachers better understand what students know and make meaningful decisions about teaching and learning activities.” (Zemelman, Daniels, & Hyde, Best Practices; New Standards for Teaching and Learning in America's Schools. 1998.)

RESEARCH PRINCIPLE 5 APPLIED:

A primary focus of assessment workshops is to guide educators in the integration of assessment into their instructional units. Educators are introduced to the assessment trends, standardized tests, No Child Left Behind, and the Assess-Diagnose-Prescribe method. After completion, educators are ready to create and modify lessons that use assessment to help students meet learning standards. They understand that by using diagnostic data, they can customize instruction based on need. We offer a Workshop that is completely focused on this principle. However this principle is woven into the content of all Measuring Up® Workshops.

RESEARCH PRINCIPLE 6:

Powerful Professional Development focuses on a small number of goals for improved student learning. It is critical that staff development be aligned with the school's goals for student learning. (Sparks, *Designing Powerful Professional Development for Teachers and Principals*. 2002.)

RESEARCH PRINCIPLE 6 APPLIED:

Districts have developed and are continuing to develop their district-wide goals based on NCLB requirements. Measuring Up® Professional Development Workshop curriculum is chosen according to district and educator requests. At Peoples Publishing Group, we have developed Workshop content that addresses their needs and our Learning Specialists are highly qualified and experienced state specific consultants who understand key state issues. Development plans include designing shorter Workshops with discreet blocks of strategies and activities that are useful to the classroom.

RESEARCH PRINCIPLE 7:

There are at least six distinct kinds of intelligence that are important to full human development and that almost everyone has available to develop. They include visual/spatial, bodily/kinesthetic, musical, interpersonal, naturalist and intrapersonal intelligence. When children have an opportunity to learn

through their strengths, they may become more successful at learning all subjects-including the "basic skills." (Campbell, Campbell, and Dickinson. *Teaching and Learning Through the Multiple Intelligences*. 1996.)

RESEARCH PRINCIPLE 7 APPLIED:

Each student approaches learning with his or her own unique set of skills for processing information in order to solve problems, so it is critical that educators understand and apply the method of differentiated instruction. In this way, they can adapt instruction to meet the unique needs of each individual learner. Peoples Publishing Group offers a Workshop that is entirely focused on this principle.

RESEARCH PRINCIPLE 8:

Students should apply a wide range of strategies and skills to help comprehend, evaluate, interpret, and appreciate text, including:

- ❑ activation of prior knowledge and integrating what students already know with what is in the text
- ❑ emphasizing the structure of reading material and its content
- ❑ judging their own understanding of text, and the understanding of others
- ❑ focusing on the text by allocating attention to major content and asking questions while one reads

- ❑ drawing and testing inferences, based upon the text
- ❑ procedural knowledge, which includes skills such as skimming, rereading, and integrating information, as well as the conditional knowledge for when to use these skills

(Ruddell, Ruddell, & Singer, *Theoretical Models and Processes of Reading*. 1994.)

RESEARCH PRINCIPLE 8 APPLIED:

Understanding text structure, and applying that understanding to identify the specific format employed in a passage, increases comprehension. Educators participating in a Measuring Up® Workshop focused on reading in the content areas learn that high-functioning readers automatically do this as they begin to read nonfiction text and how to provide targeted instruction in this area. Peoples Publishing Group offers a Workshop that is entirely focused on this principle.

RESEARCH PRINCIPLE 9:

Staff development requires selection of learning strategies that are appropriate to the intended outcome. (Standards for Staff Development. 2001.)

RESEARCH PRINCIPLE 9 APPLIED:

Measuring Up® Professional Development Workshop authors and instructors are fully aware of and skillful in the application of various adult-learning strategies. Our Learning Specialists are veterans in

their content areas and in the instruction of adults.

RESEARCH PRINCIPLE 10:

Powerful Professional Development intensifies teachers' subject-area knowledge so they understand their discipline in such depth that they can anticipate students' common misconceptions and address those misconceptions with appropriate instruction. (Sparks, *Designing Powerful Professional Development for Teachers and Principals*. 2002.)

RESEARCH PRINCIPLE 10 APPLIED:

One of the main goals of Measuring Up® Professional Development is to provide opportunities for educators to learn the content deeply and acquire instructional strategies for teaching their students. Our Learning Specialists are experts in curriculum and content areas.

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