It’s all about your focus.
They are educators just like you. Like you, they encounter challenges that require them to build new solutions and change the way their organizations improve for the long term.

Lynda Wood, Associate Superintendent, Southfield Public Schools, Michigan

Roy Garcia, Associate Superintendent, Cypress-Fairbanks ISD, Texas
ASCD has a unique and proven way to help Lynda and Roy—and you—address challenges of building new structures and processes that support long-term, sustainable improvement. We call it Capacity Building Professional Development.

Capacity Building Professional Development Is

- Customized
- Differentiated
- Job-Embedded
- Face-to-Face and Virtual

...it’s listening and understanding the real needs of schools and providing the support for instructional and leadership practices administrators and teachers need to succeed.

Learn how we are helping Lynda and Roy, and how we can help you...
Choosing a model for change

Where we started with Lynda and Roy—and where we would start with you—is by developing a plan and a framework for improvement customized to their needs and resources.
Teacher-Leader Model
ASCD Faculty members provide workshops, coaching, and mentoring to support the development of teacher leaders who can build capacity within the school or district. Teacher leaders learn how to plan, lead, and implement effective school-based professional development.

School Improvement Team Model
ASCD Faculty members guide teacher leaders and school-level administrators in developing plans and strategies for school improvement, while school leaders receive coaching in effective instructional leadership.

Instructional Coach Model
ASCD Faculty members provide ongoing professional learning for instructional coaches centered on identifying and nurturing teachers’ individual strengths and helping them reach new levels of professional practice.

We start with developing a plan and a framework for improvement.
Finding a framework for improvement

We help educators develop a plan and framework for improvement that enhances teacher practice, customizes professional development, and supports the different needs and abilities of teachers.

<table>
<thead>
<tr>
<th>Understanding by Design®</th>
<th>Differentiated Instruction</th>
<th>Art and Science of Teaching</th>
<th>Instructional Leadership</th>
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<tbody>
<tr>
<td>The acclaimed framework that’s helped thousands of teachers align instruction to assessments and design standards-based curriculum that leads to increased student understanding and achievement.</td>
<td>A systematic approach to helping teachers ensure that every student is learning, regardless of interests, learning styles, or readiness for content.</td>
<td>A comprehensive framework for effective teaching that combines the science of research-based instruction with the art of great lesson planning and formative assessment.</td>
<td>The training and ongoing support of district administrators, principals, assistant principals, aspiring principals, and teacher leaders in applying leadership practices that promote growth in student learning.</td>
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Whole Child

School improvement using the Whole Child Framework in engaging the entire school community to ensure that students are healthy, safe, engaged, supported, and challenged and that these efforts are sustainable.

We support the different needs and abilities of teachers.
Our Capacity Building approach to professional development and school improvement ensures you cover all the key stages of planning, implementing, and evaluating a successful, focused plan...
Services for every stage of a research-based plan

At all four stages of a quality professional development experience, we provide the services you need to ensure change efforts are sustainable.

<table>
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<tr>
<th>Level 1: Awareness</th>
<th>Level 2: Skills Development</th>
<th>Level 3: Implementation</th>
<th>Level 4: Institutionalization of Practices</th>
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<td>Professional development planning and evaluation.</td>
<td>Support in setting up demonstration classrooms as models for schools and districts.</td>
<td>Meetings with principals and administrators to plan support for teachers and teacher leaders in implementing instructional practices.</td>
<td>Ongoing observation and feedback in targeted schools and classrooms.</td>
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<td>Workshops for teaching instructional and leadership practices.</td>
<td>Meetings with teacher leaders and administrators about follow-up lessons and classroom visitations.</td>
<td>Follow up with teacher leaders and administrators to support planning, leading, and implementing job-embedded professional development.</td>
<td>Meetings with district administrators, principals, and other school leaders to assess and reflect on program implementation and progress.</td>
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Whether face-to-face or online, we provide the right combination for your identified needs.

PD Face2Face
Get the expertise you need to come to your site for a one- or multi-day professional development experience. PD Face2Face is inclusive, so we handle all of the administrative details for you.

PD ONLINE®
Go online anytime to access more than 60 self-paced online courses to satisfy the professional development needs of educators at all levels.

PD INFOCUS®
Use our online library of videos and other resources to organize and implement teacher professional development focused on effective, research-based teaching practices.
ASCĐ Faculty

Our ASCĐ Faculty are the leading experts in their fields with years of experience assisting schools in improvement planning. We’ll work with you and an ASCĐ Faculty member to tailor a program to your exact needs.

PD Experts

ASCĐ Professional Development staff and Professional Development Coaches work with district, school, regional, and state leaders on professional development planning and implementation, data-gathering tools and program evaluation, and ongoing follow-up with leadership and support for classroom teachers.

Regional Program Managers

Our Regional Program Managers work with district, school, regional, and state leadership to plan, initiate, monitor, and assure quality implementation; conduct user focus groups; and provide ongoing work and communication with ASCĐ Faculty.

Service Center and Tech Support

As a leader in professional development for over 65 years, ASCĐ has unique capabilities institutionalized in our call-in and online support for educators and schools of all kinds.

ASCĐ Resources

For more than 65 years, ASCĐ has been a renowned provider of professional development resources, including books, videos, periodicals, and online products. This rich resource of research-based content adds to the immediate value that ASCĐ can deliver in our Capacity Building endeavors.
When Lynda and her colleagues at Southfield Public Schools (SPS) in Michigan decided it was time for a reinvention of school practices, they turned to ASCD for Capacity Building. Located only 30 miles outside of Detroit, SPS is a suburban/urban district with a transient population that is 98 percent minority. Nearly half of the families live in rentals, and the number of homeless students has doubled in the last few years.

SPS worked with ASCD to overcome these challenges by focusing on a long-term process of building teacher-leader expertise in differentiated instruction and then working with those teacher leaders to provide ongoing professional learning and coaching for their colleagues.

That first cadre of 30 teachers studied differentiated instruction while simultaneously learning how to transfer their newfound expertise to their classrooms and their colleagues. Once the cadre developed sufficient expertise, they provided job-embedded professional learning to their colleagues. Classroom teachers also got together in formal, structured meetings to share positive outcomes, ask for ideas, and reflect on how to improve their current practice.
This first cadre of teacher leaders eventually became demonstration teachers, charged with spreading their knowledge and showing their colleagues what they had learned. And a new cadre of teacher leaders was selected to receive professional development from ASCD Faculty. Eventually, more demonstration teachers from the second cadre were identified to model differentiated instruction practices.

Today—thanks to a successful four-year partnership—Southfield Public Schools has been recreated into a differentiated district. State test scores have risen and are continuing to improve, and the number of students taking AP courses has increased. The graduation rate is at a healthy 91 percent. In November 2011, the district was named Academic State Champion by The Center for Michigan.
With over 100,000 students, the Cypress-Fairbanks ISD is the third largest school district in Texas with a growing, diverse population. In December 2009, the district’s superintendent eliminated the entrance criteria for above-level courses in secondary schools so that all students have access to advanced coursework. As a result, enrollment in these classes increased and teachers needed to expand their instructional repertoires to ensure the success of these new students.

Roy Garcia and his colleagues partnered with the ASCD Capacity Building Professional Development team to educate large numbers of teachers about differentiated instruction. Initially, each campus chose 10 teacher leaders to be the local differentiated instruction experts. For a total of 18 days spread over 6 months, these teacher leaders worked with their assigned ASCD Faculty member to gain an in-depth understanding of differentiated instruction while learning how to plan, lead, and implement the approach in their content areas and classrooms. Almost immediately, real changes were visible in the classrooms of the 110 teacher leaders.
Then, the cadre of teacher leaders from the 11 schools brought professional development about differentiated instruction to a wider circle of campuses with a multistep process that allowed all elementary and secondary campus and district instructional leaders to build a common knowledge base and understanding of differentiated instruction. Staff throughout the district had opportunities to visit campuses already involved in implementing differentiated instruction. And schools were given time to create individual implementation plans for each campus.

Now, after three years of collaboration, the original 11 Title I campuses still work with their ASCD Faculty member, and three additional campuses have been assigned ASCD Faculty members.

We’ve worked with hundreds of content specialists, directors of curriculum, campus deans, coaches, principals, assistant principals, and other campus administrators. And we continue to work with them twice a year as they continue to work with teachers on campuses.

Teachers and administrators alike have reported that the differentiated instruction initiative has had a profound impact on their campuses that they know is leading to higher student performance.
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