

## Description of SEDL Tool Kit Training

Texas 21<sup>st</sup> Century Community Learning Centers program and Southwest Education Development Laboratory (SEDL) collaborated to implement a required professional development opportunity to each of the 144 grantees in the Texas 21<sup>st</sup> Century Community learning Centers program. Approximately three hundred participants, 2 from each of the 144 grantees in Cycles 1, 2, 3, and 4, were assigned based on geographic locations to meet in 3 facilities that were in-kind contributions for the use of TEA workshop. A six-hour session was held on each of the following days in the following locations: Monday, September 18, 2006, Austin (Baker Elementary School); Wednesday September 20, 2006 Dallas area (Mesquite Professional Development Building), and Friday, September 22, 2006 Houston (Harris County Department of Education).

### Part I: Academic Content Toolkit Training Part 1 (6 hours)

Professional development training best practices were modeled to introduce the participants to the Literacy, Mathematics, Science and Fine Arts Tool Kits developed by SEDL as part of the National Partnership for Quality Afterschool Learning be held in Austin, Dallas, and Houston. The first 3 hours of the session centered on in-depth information contained within the Toolkits. The resources available were presented and the intent of the format was explained as it applied to each content area. The purpose of the professional development is to enable each grantee to effectively use the free materials available on the internet to supplement academic activities in each center.

During the 3 afternoon hours the teams of two had access to computers and internet connections to explore the toolkit each felt would be most beneficial based on the needs of the program and prepare the plan to be used. Coaches from SEDL Staff and the nurturers present were available to each grant team to design not less than four 15 minutes professional development segments to be implemented for each center within the grant.

**Assignment:** (6 hours) From date of training 1 to the date of training 2, each team will prepare a product that that will demonstrate/showcase answers for the questions to be answered in Training 2 through facilitated discussion in both small and large group format. Additional coaching from SEDL and Nurturers will be initiated with each grantee team to assist the planning, design and implementation of the professional development assignment.

### Part II: Academic Content Training Part 2

On February 26, 28, and March 2, 2007 the same groups will assemble to at in-kind sites (Austin area) Temple ISD, (Dallas area) Birdville ISD and Harris County Department of Education (Houston area) to report through their showcase product on:

- 1) How it was used?
- 2) What was learned?
- 3) What else could be added to enhance staff development sessions?
- 4) What other strategies could be used to increase knowledge and skill in grantee staff?
- 5a.) What was/is the impact upon students, staff, and school-day connections?
- 5b.) How can it be measured?
- 6) What are the next steps?

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### Implementations Details:

- The geographical places in which the sessions will be implemented are "in kind" contributions to the grant.
- This arrangement makes such training affordable and will be a pattern used for the required specialized training of the grantees after the Basic 3 Training have been received by each grantee.
- No cost is incurred for registration
- Cost of Contracting SEDL is based on event cost numbers personnel needed and materials
- Travel funds designated within each grant covered the travel expense to attend the workshop.
- No meal provided
- Many of the participants could make it a day trip, a few have hotel expense
- If the same person composing the team of two from each grant returns for training 2 and the team prepares and presents the product to showcase their work, credit for 18 hours of professional development is awarded by SEDL to each person within the team.
- Encourages networking and underscores models for any professional development within after-school programs that is effective and can be delivered over time with follow-up process.
- Reflection, for future training within this model, the state will be divided into 4 groups making travel less for some, creating a smaller group to enable more discussions and networking opportunities within a smaller geographic area

Unless specific training is intentional as to the "HOW", the materials will not be used and will not have the possible impact intended by the development of the research-based materials and based on best practices created by funded through USDE.

For more information, please contact:

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