



## **How can the World Campus Teachers Initiative help you beyond the program itself?**

In the conception and development of the Teachers Initiative, World Campus International (WCI) has worked to create a program that not only provides professional and personal development, but meets and exceeds many of the requirements teachers or administrators need for recertification and career advancement. The participant must ensure that all requirements are met to satisfy their local, district, or state expectations. Below is a list of the expectations for Professional Development programs as set by Colorado Department of Education. Following each expectation is an example of how the World Campus Teachers Initiative works to ensure it is met.

***Highly qualified teachers*** are defined as those who meet the requirements of certification and licensure. See the [CDE website](#) for specific information.

*Quality teaching refers to the way teachers practice the craft of teaching, and the skill required to help every student achieve. One does not necessarily guarantee the other. In fact, there are many teachers who have met state qualifications and the definition of highly qualified who are not successful in raising student achievement. The difference between the two, focus on teacher skill in implementing practice. (This section is from the CDE website)*

*The real question becomes one of securing high quality professional development for principals, teachers, and paraprofessionals. How do you channel or direct energies into those things that ensure better quality activities? By making sure the elements of **high quality professional development activities** are those that include: (This section is from the CDE website)*

***Increase the knowledge and skills of teachers, principals, and others;***

The World Campus Teachers Initiative is a skills based program. Teachers are placed into an environment where language cannot be relied upon as a communications tool. Teachers are expected to use tools other than language to implement lesson plans that have value to students.

***Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom;***

The Teachers Initiative is very much classroom focused and primarily designed to translate directly and immediately to the teacher's classroom upon their return. Teachers are immersed in the Japanese educational system to experience school just as students who have come to the US from other countries experience it every day. Participants then learn to find creative ways to communicate ideas and instruct without relying on language skills alone.

***Are not 1-day or short-term workshops or conferences;***

WCTI is a 7-8 day program that provides incalculable value. Through the Host Family interaction, Classroom Activities, Cultural Exchanges, Historical Exploration, and the experience of "Culture Shock," visiting Teachers are forced to use their adaptive abilities to navigate through the week.

***Advance teacher understanding of effective instructional strategies;***

Teachers use different styles and techniques to implement "effective instructional strategies." It is the goal of WCTI to facilitate and guide the participant's exploration of their individual strengths and weaknesses. The Teachers Initiative provides a safe environment to explore, test, and discover those skills that are not always recognized in a traditional setting.

***Are developed with extensive participation of teachers, principals, parents, and administrators;***

World Campus International has a qualified team working to create the Teachers Initiative and to ensure that the WCI Programs include the necessary strategies for successful learning. Currently the program's advisors include (1) highly qualified Teachers in Adams 12, (2) a Principal of a Denver Public School early college, and (3) a retired college professor.

***Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;***

Not only do the participants get to use skills that exemplify the ELL requirements, they also get to experience students' perspective by being placed in an environment that is completely foreign. WCTI uses the experience of processing "culture shock" to increase their sensitivity and empathy for English Language Learners.

***Are regularly evaluated for their impact on increased academic achievement with the findings of the evaluations used to improve the quality of professional development;***

The World Campus Teachers Initiative is evaluated by YOU, the participant, the group most qualified to judge its value. After the program is completed, World Campus International will have continued communication with alumni to ensure that the WCTI program stays current and relevant.

***Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.***

Using an ELL student as an example, the Teachers Initiative will improve the participants' understanding of students' struggles outside the grade book. Teachers should be able to communicate more effectively with parents through the techniques practiced throughout the program.

***The Northwest Regional Educational Laboratory (NWREL) (1998) has defined the critical elements of Professional Development which includes: (This section is from the CDE website)***

***Focusing on teachers as central to student learning, yet includes all other members of the school community;***

World Campus Teachers Initiative is first and foremost a teacher program, but the program has value for all certified and classified employees. The idea of immersion allows everyone who participates to improve their cultural sensitivity and communication skills.

***Focusing on individual, collegial, and organizational improvement;***

The program focuses on individual, personal, and professional development. Once the program is completed, participants are empowered to bring their experiences back to their schools and districts and integrate those experiences into a traditional classroom setting.

***Respecting and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;***

World Campus International believes that almost everyone working in the field of education has a personal reason to be there. WCTI's goal is to enhance the skills an educator possesses and hopefully uncover some new talents that have not yet come to the surface. These are the reasons the Teachers Initiative is open to anyone involved in the Education field.

***Reflecting best available research and practice in teaching, learning and leadership;***

With the current focus on ELL training, World Campus Teachers Initiative has designed this program to enhance a teacher's sheltered instruction abilities as well as fit in line with SIOP instruction. WCTI is an adaptive organization that will always be able to adjust and modify its program to remain current and relevant as education needs and expectations change.

***Promoting continuous inquiry and improvement embedded in the daily life of schools;***

Having the opportunity to visit a classroom for a day gives teachers a glimpse of that school and its policies. Having 3 full days to observe, interact, and teach in a foreign school allows educators to get a taste of the dynamics behind the scenes. From discipline, to expectations, to content, WCTI participants will leave Japan with knowledge that can really benefit their home schools. What works? What doesn't work? How can I enhance my classroom with this knowledge?

***Is driven by a coherent long-term plan, and;***

The Teachers Initiative was created to bring a larger global perspective to the classroom. By working with educators, the program can touch the lives of participants and their students for years to come. As a participant, the experience is designed to be memorable, informative, and interactive. Even if a participant's classroom experiences no visible change, the Teachers Initiative will have enough impact to empower a more dynamic classroom.

***Traditionally, professional development has relied on workshops, conferences, or participation in in-service training. According to Wood and McQuarrie (1999) "One of the most promising new approaches to professional growth in education is job-embedded learning, learning that occurs as teachers and administrators engage in their daily work activities."***

The World Campus Teachers Initiative is a unique form of job-embedded learning. Educators spend the week working in the classroom and teaching content. To enhance the opportunities for professional growth, participants are forced to utilize their creativities to communicate ideas without using English. Even though educators will not be in their normal environment, they will surely be engaging in their daily work activities.

*Wood and Killian (1998), conducted a study examining what makes a school successful at improving instructional practice and student learning. They found that the professional growth experiences that appeared to have had the greatest impact on teaching and learning were a part of the teachers' normal work activities. The authors listed these strategies as examples of job-embedded learning: (This section is from the CDE website)*

***Discussion with others***

Each day, all participants have an opportunity to share their personal experiences and listen to the experiences of others. Through these discussions, participants learn how colleagues react to, and solve the challenges faced by their peers.

***Peer coaching***

Throughout the program, teachers have the opportunity to discuss what techniques work, don't work, and why. The different backgrounds and diversity of the participants is a huge part of the experience. From a variety of backgrounds, teaching specialties, and even geographic areas, our participants experience the program from different perspectives and points of view.

### ***Informal peer observations***

Participants may work individually, or as a team depending on the school needs. Most of the peer to peer feedback is facilitated through discussion sessions run by World Campus International Staff.

### ***Mentoring of teachers***

All of the Teachers Initiative participants are paired with a Japanese teacher as a Mentor in the classroom. The Mentor helps the WCTI participants to adapt to the Japanese Education system. WCTI is a professional exchange program. Japanese teachers also get the opportunity to experience western educational concepts and techniques to make their presentations more dynamic.

### ***Study groups and action research***

Each group of teachers assigned to a single school acts as a study group. They feed off of other participant's experiences to enhance and intensify their own lives.

### ***Other activities (i.e., strategic planning, discussion of curriculum alignment, and planning with their teaching teams).***

Beyond the classroom experience, participants have a chance to learn, first hand, about Japanese people and culture. Through the host family experience, participants directly interact with the Japanese people and experience the society from within. During the Cultural Days, participants have a chance to see some of Japan beyond what normal tourists experience. Depending on the location of each school program, activities might include: meeting an Atomic Bomb survivor, discussing the topic of child birth at one of the premiere hospitals in Japan, speaking with government officials, or working with a handicap group to see how Japan works with its special needs citizens.

*One other professional development model deserves examination here. That model is professional development schools. Professional development schools are partnerships between Institutions of Higher Education (IHE) and K-12 schools. Often there are contractual arrangements between the IHE and the local schools. In order for these models to be effective, the responsibilities of all parties should be clearly delineated. (This section is from the CDE website)*

The World Campus Teachers Initiative is designed to deliver a uniquely personal and professionally viable opportunity for those in the education field to enhance their craft and add new dimensions that will have an immediate and lasting effect on the classroom. World Campus will work with all of our participants to ensure that each of them has the opportunity to use their experience as stepping stones towards re-certification and other career advancement. Different states and districts have different requirements. It is up to the participant to research those requirements and communicate their individual needs so that the Teachers Initiative can better assist the participant.