

Dissemination

Part 1

LFDCS recognizes the responsibility to foster and disseminate best practices. LFDCS specifically seeks venues and audiences to describe the mission and practices of our school centered in an urban community where defining characteristics of poverty and barriers to achievement prevent many promising new educators from venturing within.

LFDCS has identified six strategies for student growth and proficiency that we see as indicators for success in an urban school. These practices were disseminated through internal (Teacher Preparation Program) and external (educator conferences) dissemination.

1. ***Intentional parent involvement***, understanding cultural and common factors and incorporating a broad range of education and family development.
2. ***Attention to language acquisition***, incorporating an academic dual-language program with training and strategies of Sheltered English Immersion and extensive attention to vocabulary development.
3. ***Teacher training, professional development*** through annual orientation, induction, focused curriculum knowledge and embedded professional development with in-class observation and follow up.
4. ***Understanding and incorporating data***, its use in lesson plans and individual student interactions, implementing RTI (Response to Intervention), carefully crafting proven strategies delivered by teacher and paraprofessional staff and specialists to ensure continuity and quality.
5. ***Setting goals for achievement by students and staff*** and supporting attainment by policies and resources.
6. ***Early education as readiness for academic success***, a required two-year structured program with academic and language focus.

Part II - Teacher Preparation

1. During 2010-11, LFDCS piloted a Teacher Preparation Program serving as a placement site for five graduate students from Merrimack College's School of Education. Each teaching fellow learned and taught in a full-year practicum under the mentoring of a veteran LFDCS teacher. Teaching Fellows were exposed to all aspects of teaching, planning, assessments and one-on-one support for students with an IEP. Teaching Fellows were fully immersed in an urban school with its needs and challenges and demonstrated successful teaching. All had full evening schedules in graduate school and earned a Master's in Education degree as well as Massachusetts certification. The school community at LFDCS benefitted greatly from their presence.
2. LFDCS is in conversation with higher education institutions to identify additional opportunities to be placement sites for undergraduate and graduate students and will present at two area schools of education in the 2011-12 school year, reaching educators with information and best practices as defined above.
1. LFDCS is in the planning stages with the Office for Educator Policy and Preparation to become a sponsor of an on-site educator preparation program that will immerse applicants in classrooms where best practices are modeled daily as they earn certification in Elementary Education with ELL certification—a high need area for Massachusetts public schools.
4. LFDCS administration and teachers attended the National Model Schools Conference with intent to present in 2012, disseminating best practices to a national audience.