

Early
College
Design
Services



JOBS FOR THE FUTURE

EARLY COLLEGE DESIGN RESIDENCIES

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• ATTEND OUR MULTIDAY RESIDENCY! •

January 25-27, 2015

JOIN THE 1,000+ URBAN DISTRICT AND SCHOOL LEADERS WHO HAVE SEEN FIRSTHAND THE SIX INSTRUCTIONAL STRATEGIES THAT ACCELERATE STUDENTS' LEARNING AND PREPARE THEM FOR COLLEGE SUCCESS.

Early College Design Residencies take you inside two high-achieving urban public schools that prepare minority and low-income youth for college. For 3-4 days, you will meet and talk with students, teachers, and administrators about the roles they play in creating a unique, highly effective college-going culture—and plan how to enhance your own school's culture with your staff and Early College Designs experts.

LEARN HOW TO:

- > **FOSTER** a school-wide college-going culture that drives high expectations for all teachers, students and their families.
- > **MOTIVATE** all staff to ensure that all students graduate college and career ready.
- > **ENGAGE** students and accelerate their learning using the Common Instructional Framework.
- > **GENERATE** data on teaching and learning and use them to improve student achievement.
- > **IMPLEMENT** the six instructional strategies of Jobs for the Future's proven Common Instructional Framework (*see back for details*).

Sign up for our next Residency:

www.jff.org/residency

Questions? Contact:

Sandra Jadotte, Executive Assistant

sjadotte@jff.org, 617.728.4446, ext. 117

THE COMMON INSTRUCTIONAL FRAMEWORK

Schools based on Early College Designs use our Common Instruction Framework, comprised of six instructional strategies designed to prepare **all** students to graduate college and career ready:

- > **COLLABORATIVE GROUP WORK** brings students together in small groups for the common purpose of engaging in understanding and completing complex, meaningful tasks directly connected to core academic concepts.
- > **WRITING TO LEARN** uses low-stakes writing tasks as a way to push students to develop ideas and expand understanding.
- > **LITERACY GROUPS** offers a collaborative structure for more deeply understanding and actively probing the meaning of texts, problem sets, and documents.
- > **SCAFFOLDING** draws on a variety of materials and activities to connect prior knowledge and experience with new information to support students in mastering increasingly more challenging tasks and concepts.
- > **QUESTIONING** challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry.
- > **CLASSROOM TALK** creates the space for students to articulate their thinking, develop their voices, and engage in high levels of discourse.

WHO YOU'LL MEET

- > **STUDENTS.** Immerse yourself in the powerful college-going culture that motivates all students to succeed. Talk with student panels and interact with them in the classroom as they learn.
- > **FACULTY.** Discuss the instructional strategies you've just observed and how your teachers can best implement them.
- > **ADMINISTRATORS.** Learn how to build a culture of success that involves everyone who interacts with students from the principal to the janitors and bus drivers.
- > **DESIGN EXPERTS.** Plan how to implement instructional strategies and a renewed college-going culture in your schools with your team and onsite Early College Designs experts.

THE SCHOOLS

Our Residency partner schools are University Park Campus School in Worcester, MA, and Dayton Early College Academy in Dayton, OH. They are non-selective schools and enroll over 75 percent of their students from low-income families. 85 percent of students from these two schools are either in college or have earned college degrees—more than twice the national graduation rate for low-income students.



PHOTOGRAPH COURTESY of Dayton Early College Academy

UPCS Residency
January 25-27, 2015

DECA Residency
TBD

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