



DR. CATLIN R. TUCKER

# A Customized Approach to Professional Learning

Just as there is learner variability when we work with students, there is variability when I work with teachers, coaches, and leaders. Every organization, school, and group of educators is different. My goal as a professional learning designer and facilitator is to customize and personalize each training session based on the group's specific needs.

## WHAT TO EXPECT

### Booking a speaking engagement includes

- **Initial Consultation:**  
A 30-minute call with Dr. Tucker for a comprehensive needs assessment.
- **Customized Agenda:**  
Dr. Tucker will draft an agenda for the training session based on the initial consultation and submit that proposed agenda for review and feedback.
- **Interactive Workshop Design:**  
Dr. Tucker will design a hands-on, practice-based workshop, drawing from her extensive experience with instructional models and strategies. (See page 2)
- **Immersive Learning Experience:**  
Dr. Tucker will facilitate a dynamic session that includes discussion, reflection, and collaboration. Participants will create practical learning experiences and resources they can use immediately.

## OUR APPROACH

### Designing dynamic learning experiences

The goal of Dr. Tucker's work is to support educators in designing and facilitating accessible, inclusive, and equitable learning experiences that help students develop the skills and confidence to share the responsibility for learning with their teachers, creating a more rewarding and sustainable approach to this work.

### Additional Add-Ons

- Consulting sessions with leadership or administrative teams.
- Coaching sessions for teaching teams or departments.
- Training or coaching sessions for instructional coaches guiding implementation.

## Blended Learning

- Station Rotation Model
- Flipped Instruction
- Flipped Classroom Model
- Whole Group Rotation Model
- Playlist or Individual Rotation Model
- 5Es Instructional Model
- Choice boards
- Choose your learning path adventure
- Online discussions
- Hyperdocs
- Digital notebooks/portfolios

## Student-led Workflows

- Student discovery
- Small group, student-led discussion
- Reading for connection
- An authentic audience
- Student-generated review and practice
- Formative assessment as a metacognitive skill-building tool for learners
- Feedback during the process
- Self-assessment
- Student-led communication with families
- Student-designed project-based learning (PBL)

## Pillars of Best Instructional Practice

- Data-driven lesson design
- Differentiated small group explicit instruction and modeling sessions
- Personalized support and feedback
- Using worked examples
- Collaborative learning (e.g., reciprocal teaching with multimedia)
- Prioritizing student agency and meaningful choice
- Authentic assessment strategies
- Standards-aligned assessment with rubrics

## Universal Design for Learning

- Designing for learner variability
- Articulating firm goals and providing flexible means
- Understanding voice and choice
- Recruiting interest and sustaining effort
- Cultivating expert learners
- Developing self-regulation skills

## Artificial Intelligence (AI)

- AI-enhanced design
- AI in services of strong pedagogical practices
- AI and equity in education
- Writing in the classroom with AI
- Leveraging AI as a 24/7 feedback tool
- AI-generated authentic assessments
- AI-generated standards-aligned, mastery-based rubrics
- AI protocols and best practices (for teachers and learners)

## Metacognitive Skill Building

- Goal setting
- Thinking routines
- Monitoring progress
- Ongoing self-assessment
- Growth over time evaluation
- Reflective practices
- Student-led conferencing protocol