

## Workshops for Secondary Educators

The Staff Development Resource Library provides resources for schools and districts to deliver in-house workshops and study groups. Readily available materials are organized for immediate delivery of each topic. Reusable tools and resources help establish coherence and consistency among teachers while building local capacity using your own facilitators.

- Focused, quality content and materials
- Hassle-free scheduling
- Options for a one-day workshop or multiple study group sessions
- Valuable time reclaimed with minimal preparation
- Leaders developed from within using local facilitators

Each workshop in the Staff Development Resource Library includes:

**Facilitator Guide** – step-by-step instructions to help your local facilitator deliver the workshop, including content resources, facilitation and presentation tools, and tips and guidelines for organization

**Multimedia Resources** – exemplary modelings of effective instructional strategies; facilitation and professional learning community tutorial for working with adult learners

**Participant Workbooks** – articles and activities with analysis sheets and reflection questions; job-embedded implementation plan for application in the classroom

**Price: \$499 per Workshop**

### Special Package

Free professional development offer for secondary school principals.

**When you purchase the iObservation system by March 31, 2010, the *complete* Staff Development Resource Library will be available to all iObservation users, free of charge for 12 months!**

Stretch your professional development budget with hundreds of **free professional development hours**.

Browse the catalog for workshop topics and descriptions.

### Technology in the Classroom Workshops

<p><b>Online Communications: It's Not Just Email Anymore</b> K-12</p>	<p>In the 21<sup>st</sup> century, communication is an all-important aspect of daily life. The Internet provides many opportunities for online communication and collaboration. This workshop provides you with the skills, information, resources and ideas you need to effectively use email, discussion groups, mailing lists and online projects in your classroom.</p>
<p><b>Publishing on the Web</b> K-12</p>	<p>Publishing on the Internet was often mainly limited to those who understood specific procedures and programming languages. This meant that the average person who wanted to be “published” needed to depend on some sort of hard copy for publication, such as a book, journal or newspaper. Today, the situation is different. Internet users have the ability to be “published” virtually whenever they want, without needing to know complicated programming languages. This workshop provides you with everything you need to get started using techniques for web publishing in your classroom, such as blogs, wikis and podcasts.</p>
<p><b>Safely Using the Internet in Your Classroom</b></p>	<p>This workshop enables teachers to instruct 21<sup>st</sup> century students using Internet research, knowledge, and tools. Today’s students K through college represent the first generations to grow up in the age of technology. As a result educators must know not only how these students are different from their 20<sup>th</sup> century counterparts, but also how to protect them while they are using this technology. Participants learn to identify and harness the digital native. Issues around Internet safety, cyber bullies, and parent education are also addressed.</p>
<p><b>Internet Research Skills</b> 4-12</p>	<p>This workshop addresses search engines and their use, research strategies, evaluating the validity of web resources, and citing web resources.</p>
<p><b>Technology-Based Project Learning</b> 4-12</p>	<p>Technology-Based Project Learning, or TBPL, is an instructional approach that facilitates a culture where students are self-motivated with an intrinsic desire to learn. It challenges students to be more creative and think critically. When project-based learning is integrated with technology, it becomes an even more powerful strategy in preparing students for the future. This workshop provides the strategies, resources, tools, and examples to enhance your use of Technology-Based Project Learning.</p>
<p><b>Web Quests</b> K-12</p>	<p>The Internet can provide a wealth of information on countless topics. It is estimated that there are more than three billion files on the Internet today from all over the world, providing a wide range of information amateurs to experts. It is important to learn not only how to find information, but also how to be a discriminating user of the Internet. This workshop reviews important points regarding Internet searches, focusing on a technique called a Web Quest which is one of the most widely used strategies for incorporating Internet searches into the classroom.</p>

**Math and Science Workshops**

<p><b>Math: Open Ended Problem Solving 4-12</b></p>	<p>More and more jobs in the workforce require greater skill levels, particularly communication and problem-solving skills. However, employers, colleges, and universities are finding these skills lacking in most high school graduates. Students can improve their problem-solving skills, learn to solve open-ended problems, and communicate about problem solving. This workshop examines the benefits of problem-solving, characteristics of good problem solvers, and the problem-solving process.</p>
<p><b>Student-centered Science: Building Knowledge and Skills through Inquiry 4-8</b></p>	<p>This workshop demonstrates ways of using inquiry-based instruction to engage students in the active process of learning science. It identifies characteristics of inquiry-based learning, provides a comparison of inquiry-based and traditional learning, and explains the four phases of the inquiry-based Learning Cycle Model, which is based on the work of Dewey, Piaget and Kolb. Participants are introduced to one of the major classroom teaching strategies based on the Learning Cycle known as the FERA strategy. The four phases of this process—focus, explore, reflect, and apply—are explained in detail and demonstrated.</p>
<p><b>Student-centered Science: Building Knowledge and Skills through Inquiry 9-12</b></p>	<p>This workshop demonstrates ways of using inquiry-based instruction to engage your students in the active process of learning science. It identifies characteristics of inquiry-based learning, provides a comparison of inquiry-based and traditional learning, and explains the four phases of the inquiry-based Learning Cycle Model, which is based on the work of Dewey, Piaget and Kolb. Participants are introduced to one of the major classroom teaching strategies based on the Learning Cycle known as the FERA strategy. The four phases of this process—focus, explore, reflect, and apply—are explained in detail and demonstrated.</p>

**Diverse Populations Workshops**

<p><b>Success for English Language Learners: 5 Strategies for Classroom Teachers K-12</b></p>	<p>Teachers are often challenged to help non-native speakers succeed in the classroom. This workshop highlights best practices to help foster comprehension and understanding for English-language learners.</p>
<p><b>Strategies for Modifying and Adaption Instruction for Gifted Students K-12</b></p>	<p>Meeting the needs of gifted learners is more than adding on additional assignments. This workshop provides the learner with a process for identifying and designing instruction for gifted learners, introduces four elements of instruction that can be modified and highlights principles for developing and delivering instruction.</p>

### Instructional Coaching Workshops

<p><b>Coaching: Application of Learning Styles K-12</b></p>	<p>Participants understand the characteristics of adult learners and how the coach utilizes the learning styles of their teachers as a tool to create focus. Coaches uncover biases and assumptions that come from their own learning styles and learn strategies on how to adapt to individual styles.</p>
<p><b>Coaching: Models and Your School K-12</b></p>	<p>This workshop explores the key components of coaching models, how to build trust in a coach’s relationship with teachers, and how coaching success is measured. The participant learns to understand that quality coaching models inspire coaches to positively affect the school culture and identify which coaching models would best fit different situations.</p>
<p><b>Coaching: Relationship Building and Transition Strategies</b></p>	<p>This workshop enables teachers to transition to instructional coaches using why coaching works text piece to show the range of involvement activities with teachers from informal to formal. Participants learn how to identify the level of involvement needed for each teacher and also develop goals using the SMART model.</p>
<p><b>Coaching: The Role of Data K-12</b></p>	<p>This workshop instructs coaches on how to deconstruct and realign a school improvement plan by using data. Modeling sequences illustrate how coaches use data to focus in on areas of concern. Instruction emphasizes the culture of continuous learning, data analysis process flowchart, cause and effect diagrams built on data analysis, techniques to use with teachers in order to create meaningful outcomes from evaluation practices and finally to identify how to measure success.</p>
<p><b>Communication Skills for Coaches K-12</b></p>	<p>Participants learn the tools of communication necessary to become a successful coach. From one-on-one to large group communication settings, this workshop prepares the coach for every situation. They encounter the importance of adult learning theory, how to conduct group meetings using protocols, and learn skills to conduct a successful coaching conference.</p>
<p><b>Problem Based Approach to Literacy Coaching K-3</b></p>	<p>This workshop offers an overview of how literacy coaches are used within a school to strengthen teaching practices. The role of the coach as a problem-solver and suggestions for building relationships within the school community are introduced. Examples of coaching sessions are modeled for participants.</p>
<p><b>The Instructional Leader’s Role in Data-Driven Decision Making for Early Literacy</b></p>	<p>This workshop enables teachers to identify and develop the instructional leader’s role in data-driven decision making for early literacy. Data-driven decision making is emphasized specifically starting with an overview, progressing to the “how” of building an assessment plan and schedule, making sense of data tools, using valid and reliable data and the steps for analyzing and interpreting data.</p>

### Teacher Leadership Workshops

<p><b>Developing Teacher Leaders</b></p>	<p>Participants learn the tools and activities to develop teacher leaders in their building. The tools and activities include the use of study groups, pilot programs, and other collaboration projects. Participants learn that building the capacity of individuals towards a shared vision develops teacher leaders.</p>
<p><b>Teacher Leadership: Complexity and Rapid Change K-12</b></p>	<p>Participants explore why change is needed in our schools by examining concepts of school leadership and shared vision. In addition, participants examine the complexity and the rapid pace of our education system. Participants learn to appreciate their role as teacher leaders in improving student achievement across the educational system.</p>
<p><b>Teacher Leadership: Building Continuous Learning Communities</b></p>	<p>Participants learn that building learning communities requires us to redefine our concept of the roles of the teacher, parent, principal, leader, and student and the relationships among all facets of an organization. The workshop requires participants to recognize priorities or values in their work, apply new information and skills, reflect on their lives and experience, get feedback that is useful information about themselves and their experiences, remove personal obstacles to accepting and using the feedback, and have the courage and humility to change.</p>
<p><b>Teacher Leadership: What Influences Impact a School's Learning Culture? K-12</b></p>	<p>Participants examine how their schools embrace learning by asking themselves: What are we learning? How will this change what we are currently doing? What evidence will we collect to inform us that we are moving toward our goals and achieving our vision? Participants perform an interactive activity that highlights the importance of learning in their organization and complete an activity in which they evaluate their school's culture.</p>
<p><b>Teacher Leadership: The Power of Reflection K-12</b></p>	<p>Participants learn the importance of reflection in leading students and colleagues. Using various tools, participants reflect on their own instruction, leadership abilities and capabilities. A connection is made on how to use reflection to increase student achievement within the organization.</p>
<p><b>Teacher Leadership: How to Build Collaboration</b></p>	<p>Participants learn various tools to facilitate conflict resolution. Given several case studies, participants role play scenarios and discuss possible solutions using the presented tools. Also, participants learn the steps to creating team collaboration among their colleagues at various levels of their organization.</p>
<p><b>Teacher Leadership</b></p>	<p>After understanding the meaning of teacher leadership, the participant will explore one's own school culture, his/her impact on learning, and the power of reflective practice. S/he will understand that teacher leaders are needed in order to facilitate effective change in school culture and student achievement, and also acquire techniques to successfully facilitate change.</p>