

Workshops for Early Literacy 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 such as a teacher leader, department chair, or instructional coach

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 elementary 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.

Early Literacy Workshops

<p>Comprehension Strategies for Informational and Fiction Text K-1</p>	<p>This workshop enables teachers to instruct students on the techniques and strategies necessary for developing student comprehension of both informational and fiction text. Comprehensive text pieces and audio modelings from grades K and 1 show teachers how instruction looks before, during and after reading. Teachers also learn how to collect and use student assessments at their grade level to guide instructional decisions.</p>
<p>Comprehension Strategies for Informational and Fiction Text 2-3</p>	<p>This workshop enables teachers to instruct students on the techniques and strategies necessary for successful development of comprehension in both informational and fiction text. Comprehensive text pieces and audio modelings from grades 2 and 3 show teachers how instruction looks before, during and after reading. Teachers also learn how to collect and use student assessments at their grade level to guide instructional decisions.</p>
<p>Interactive Read-Alouds/Think-Alouds K-1</p>	<p>This workshop explores what interactive read-aloud, think-aloud looks like in kindergarten and first grade classrooms. Learners become familiar with text talk, considered by experts to be the next generation of interactive read-aloud. Opportunities are given for learners to analyze modeling sequences that illustrate the use of interactive read-aloud/think-aloud.</p>
<p>Interactive Read-Alouds/Think Alouds 2-3</p>	<p>This workshop expands the concepts behind the interactive read-aloud, think-aloud at a more challenging level. Participants learn how to extend student thinking in grades 2 and 3 to go beyond basic comprehension through the use of higher level strategies of analysis and synthesis in context. Learners are presented with ways to use deliberate vocabulary instruction in the classroom.</p>
<p>Comprehensive Literacy K-3</p>	<p>Comprehensive Literacy is a continuum designed to improve student achievement in reading and writing. This workshop provides kindergarten through third grade teachers with the basic foundational knowledge, assessment tools and instructional practices that maximize teacher effectiveness to accelerate student growth and development as readers and writers.</p>
<p>Creating Language-Rich Classroom Environments K-3</p>	<p>Constructing a classroom atmosphere where students are exposed to language in a variety of contexts is a critical component of an effective comprehensive literacy program. Participants are shown how to create a literature-rich environment that offers daily opportunities for learning directly and indirectly across all subject areas. Included is a look at reading centers, classroom libraries and selecting books.</p>

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<p>Essential Elements K-3</p>	<p>Through this workshop, participants are presented the five building blocks of an effective reading program based on scientifically-based reading research. These include phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The key components of each of the elements are introduced in classroom contexts.</p>
<p>Fluency/Automaticity K-3</p>	<p>Fluency is often described as the “gateway to comprehension” and is a key accomplishment for young readers. Research supports the role of fluency as a bridge between word recognition and comprehension. Teachers are shown ways to develop student fluency, including automaticity with high-frequency words, according to research-based scope and sequence. Word, phrase, and text level techniques are explicitly modeled in this workshop.</p>
<p>Developing Independent Readers K-3</p>	<p>Independent reading, when applied in the K-3 classroom, involves children practicing their reading skills and strategies, developing fluency, and building life-long reading habits. This workshop provides content modeling of instructional strategies that build student interest, including book talks, reading conferences, reader’s chair and literature circles. Tools, such as the Five-Finger Rule, that help prepare students to be self-motivated independent readers also are shown.</p>
<p>Differentiated Small Group Instruction K-1</p>	<p>Strategic instruction targeting specific student needs can be accomplished most effectively through differentiated small group instruction. In smaller groups, teachers are able to focus on the specific skills and strategies that kindergarten and first grade children need for learning success. In this workshop, various small group strategies are modeled, including print concepts, retell, and picture walks and mini-lessons. Participants learn why differentiated small group instruction is an essential component of research-based literacy instruction, how to use running records to determine student needs, and how to group students to respond instructionally to those needs.</p>
<p>Differentiated Small Group Instruction 2-3</p>	<p>Strategic instruction targeting specific student needs can be accomplished most effectively through differentiated small group instruction. In smaller groups, teachers are able to focus on the specific skills and strategies that will take second and third grade students beyond literal interpretation. Strategies covered in this workshop will help you get the most out of your differentiated small group instruction by helping students to derive deeper understanding from text and to promote more complex thinking.</p>

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<p>Phonological Awareness: A Precursor to Word Study</p>	<p>Phonological/Phonemic awareness is an auditory skill related to the understanding that speech or oral language is made up of parts that can be manipulated. Through modeling sequences, participants are shown ways to develop student phonological awareness, including phonemic awareness, according to research-based scope and sequence. Participants see explicit demonstrations of listening, blending, and segmenting sounds, as well as phoneme deletion, addition and substitution to make new words being delivered to kindergarten and first grade students.</p>
<p>Vocabulary K-3</p>	<p>This workshop enables teachers to instruct students using techniques and strategies for developing vocabulary in the K-3 grades. The connection between reading and writing is established by exploring the relationship between vocabulary and the other elements of literacy, the scope and sequence and the vocabulary assessment curriculum in lesson development. Participants will also utilize text pieces that suggest activities encouraging children to interact with words and the use of graphic organizers in a language-rich classroom environment.</p>
<p>Connecting Reading and Writing K-3</p>	<p>This workshop demonstrates practical strategies for building foundations for writing. Teachers learn how to use picture books in writing instruction and better understand ways to articulate the relationship between word study and learning how to read and write. Opportunities for self-reflection and discussion are provided.</p>

Diverse Populations Workshops

<p>Success for English Language Learners: 5 Strategies for Classroom Teachers K-12</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>Strategies for Modifying and Adaption Instruction for Gifted Students K-12</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>Coaching: Application of Learning Styles K-12</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>Coaching: Models and Your School K-12</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>Coaching: Relationship Building and Transition Strategies</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>Coaching: The Role of Data K-12</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>Communication Skills for Coaches K-12</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>Problem Based Approach to Literacy Coaching K-3</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>The Instructional Leader’s Role in Data-Driven Decision Making for Early Literacy</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>Developing Teacher Leaders</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>Teacher Leadership: Complexity and Rapid Change K-12</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>Teacher Leadership: Building Continuous Learning Communities</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>Teacher Leadership: What Influences Impact a School's Learning Culture? K-12</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>Teacher Leadership: The Power of Reflection K-12</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>Teacher Leadership: How to Build Collaboration</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>Teacher Leadership</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>