



2009-2010 Campus/District Based Offerings

NCLB – Title I – Effective Teaching Practices – School Improvement

A Wealth of Wisdom: Brain Based Learning for Students in Poverty

Based on the work of Eric Jensen, this session explores brain compatible strategies for improving the academic achievement of students in poverty. Participants will explore why children in poverty struggle to achieve academic success and what educators can do to help their low-income students succeed. Practical strategies for addressing instruction, classroom management and parent communication will be addressed.

Accommodations vs. Interventions: A Session for the General Ed Teacher - *NEW*

Accommodation, modification, intervention, progress monitoring...a teacher can get lost in the jargon of today's RtI models. This session will clearly delineate for teachers the differences between accommodations made for students and interventions designed for struggling students. Teachers will walk away with practical ideas for utilizing both accommodations and interventions.

Accountability Basics: What Every Teacher Should Know – *NEW*

Where does a campus rating come from? Which student groups count in accountability? Which tests affect accountability? How is completion rate calculated? It's important for teachers to know the answers to these questions! This session is designed to give classroom teachers an understanding of the basics on state and federal accountability as well as an overview of PBMAS.

AYP: The Updates and Connections

This session is an update of the changes to the AYP/federal accountability guidelines as compared to the state accountability system. Specific topics covered include: number requirements for subgroups in both systems, how to calculate exceptions and improvement measure, discussion of standards, guidelines for calculating participation, and how the 3% cap will affect districts. Follow up consists of participants being added to an accountability issues list-serve through Region 10.

Building Relationships in Diverse Classrooms - *NEW*

This session addresses the challenge of developing a community of learners in schools that are ethnically, socio-economically or linguistically diverse. Participants will explore the complex dynamics of learning and teaching in diverse environments. Positive approaches to enhancing the climate of relationships will be shared as well. This session may be adapted to address the unique demographics of any school community

Campus Improvement Planning

This service offering consists of personalized technical assistance completing the Campus Improvement Process. Activities include everything from identifying who should be involved to identifying areas to be addressed and much more. This is specifically designed for campuses who have missed AYP or who are currently in School Improvement. Follow up will include assistance with plan revisions throughout the school year.

Communicating with Disengaged Parents

This session is designed to help educators build relationships with parents in challenged school communities. Participants will learn culturally responsive techniques for reaching out to disengaged parents. Participants will also learn techniques for building parents' capacity to navigate school systems and advocate on behalf of their children. Participants will be trained to share these techniques with parents and caregivers in their school communities.

Connecting Active Learning to the TEKS – NEW

Increase student engagement and success on TAKS! This session will provide teachers with strategies to make the TEKS come alive in the classroom, using existing curriculum combined with accountable talk in an active format that maximizes student engagement.

Creating Cohesive Campus Teams

Campus teams are necessary to any improvement process. Cohesive teams help the process to flow more effectively and efficiently. This session will help educators understand their communication styles and guide teams toward strong, respectful collaboration. Participants will learn skills for working together and utilize tools to make the planning process easier.

Culture and Accountability: Why Diversity Makes a Difference

Participants address the delicate issue of cultural diversity in the context of school accountability by exploring the relationship between culturally responsive practices and student success. Particular attention will be given to research based and effective strategies for reaching and teaching diverse students. This is an excellent session for campuses with rapidly changing student and/or teacher demographics. Participants will be asked to complete a survey for follow up information.

Data Driven Discussion: A Model for Educators

A personalized service for individual campuses or districts assisting campus/district leaders with facilitating discussion that is data driven and student focused. Participants are engaged in 'tough-talk' about topics concerning student data. Using data as the focus, educators collaborate towards creating structures and processes for understanding and improvement. This session aids in creating confident data users and can be offered as a trainer of trainers or as a facilitator of collaborative inquiry. Participants will be asked to participate in follow up surveys.

Differentiated Instruction: Assessment

This session will guide participants through the design and development of assessment strategies that will help to maximize instructional time in the classroom. Based on the research of Robert Marzano and Mark Haystead, this session will focus on pre-assessment, formative assessment, and formal assessment. The participants will increase their knowledge about assessment as well as learn strategies to differentiate assessment for students. Follow up will include visits with teachers and classroom observations in order to assist teachers with implementation.

Differentiated Instruction: Grouping, Individualization, and Inclusion

Based on the ASCD research of Carol Ann Tomlinson, this session will address classroom arrangements that are most beneficial for a student within the learning environment. The participants will explore various grouping strategies and options for individualizing classroom instruction while continuing to meet the state standards and addressing student needs in an inclusion environment. Follow up will include visits with teachers and classroom observations in order to assist teachers with implementation.

Differentiated Instruction: Learning Styles

The first step in differentiating instruction is to address the various cognitive, sensory and learning styles that affect the classroom. In this session, participants will explore their own personal learning style through a learning styles inventory and how it impacts their teaching and the classroom. They will then examine the relationship between learning style, teaching style and lesson planning, with particular attention being given to effective strategies that assist in planning for the various ways that students learn. Teaching in and planning for an inclusion classroom will also be addressed; thus, paraprofessionals who work in classrooms are encouraged to attend as well.

Distinguished Title I Campuses: Subtle Differences, Thriving Schools

Most schools engage in similar planning activities year after year. Yet, some schools seem to thrive in a culture of continuous improvement while others falter amid ever increasing requirements. This session will highlight the subtle differences that lead to greater accomplishments in all facets of school operations.

Do You Know Enough About Me to Engage Me?

Based on the work of Stephen G. Peters, this session will examine student perspectives on classroom instruction and what educators can learn from them. The participants will develop a skill set for creating lesson that are engaging and practical for the student of the 21st century. An emphasis will be placed on cross-discipline teaching and team building in the classroom. Follow up will include working with teachers and students on team building in the classroom.

Doing the Right Work: How Leadership Teams Can Impact School Improvement

Based on the research of Robert Marzano, Timothy Waters, and Brian McNulty, this session for campus leadership teams (SBDM Committees, CILT teams, etc.) focuses on how campus leadership can dramatically impact school improvement by simply focusing the campus on doing the “right work”. An analysis of school-level factors, teacher-level factors, and student-level factors is included. A model for instructional planning is also included. Follow-up visits to the campus are included as part of this training.

Elementary Classroom Management: Organization and Planning (K – 5)

Participants will walk away from this session with tips and tools for classroom organization (such as seating arrangements, procedures, and routines) as well as tips and tools for classroom planning (such as lesson models, templates, and best practices). Designed for an elementary audience, issues such as centers, inclusion, and response to intervention will be discussed.

Get Over It: High Expectations for Hard to Reach Kids

In this session, participants will identify strategies for intentionally and systematically communicating high expectations for students. Educators will explore the connection between the basic principles of Social Emotional Learning (SEL) and practices that support increased student achievement. This session will empower educators to build caring relationships with students in a warm yet challenging classroom environment. Participants will be asked to complete a survey for follow up information.

HELP! How to Enhance Learning through Parental Involvement

Research shows that parent involvement in academics has significant benefits for student achievement. In this session, participants will learn practical strategies for encouraging reluctant parents to become engaged in their child’s learning. Particular attention will be given to strategies that bridge the gap between home and school in challenged communities.

Highly Qualified, or Highly Confusing?

This presentation highlights the requirements and changes brought about by USDE’s approval of the state Highly Qualified Plan. Participants will review guidance documents, timelines and other issues related to HQ. Requirements for specific groups, including elementary teachers, secondary teachers, and special education, will be covered. Follow-up consists of participants being added to a federal requirements listserv.

HQ for HR

In an LEA, it is often the HR personnel making the highly qualified determinations. This presentation is geared specifically for the HR department. HQ Guidelines will be reviewed with an emphasis on the various HOUSE forms and compliance reports. Follow-up consists of participants being added to a federal requirements listserv.

Innovative Classroom-Based Learning for Secondary Teachers - *NEW*

This session will explore the functions of an integrated secondary curriculum and the researched based benefits. Teachers will develop a set of skills that will help to enhance strategies for them to create lessons that support an integrated curriculum. By the end of the session teachers will actually leave with a developed project based lesson that incorporates at least one other content area.

It Doesn't Add Up: African-American Students and Math

This session takes a critical look at the academic performance of African American students in math. Participants will discuss how culturally responsive instruction can effectively engage African-American students. The session will also address the importance of focused and aligned TEKS based instruction in any effort to increase the academic achievement of struggling learners. Follow up will consist of the presenter providing campus groups with suggested readings on this topic.

Learning through the Eyes of a Student: Tips and Tools for Measuring Student Engagement - *NEW*

This session will address the importance of understanding learning from the student's perspective. A variety of approaches for measuring student engagement will be shared including tools for evaluating teacher-student interactions, surveys for assessing student perceptions of the learning environment, and other methods for gaining insight into the student's experience in school. Suggestions for using this data to enhance the school climate will be shared as well.

Motivating Students in Struggling Schools

Student motivation is one of the biggest challenges that schools in improvement report. Using the research of Katy Ridnour, Bob Sullo, Stephen G. Peters, and others, this session gets to the heart of the student motivation issue and provides participants with practical strategies to improve the campus and/or classroom environment in order to improve student motivation. Administrators, teachers, and paraprofessionals can all benefit from this session.

Parent Involvement Planning, Policies, and Compacts

This session will address the Title I, Part A requirements for parent involvement and strategies for planning for parent involvement. The details of parent involvement policy implementation at the district and campus levels will be addressed. Campus based School Parent Compacts will be discussed as well.

Personalizing the High School Classroom *NEW*

Based on the book *Personalizing the High School Experience for Each Student* by Joseph DiMartino and John H. Clarke, this session provides suggestions, strategies, and practices that can improve the high school experience for all students as well as improve the teaching experience for all secondary teachers. Building relationships with students, differentiating instruction, and helping students build connections are a focus of this session.

Poverty Matters: A Simulation

This session, based on a kit developed by the Missouri Association for Community Action (MACA), simulates the experience of spending a month in poverty. Through role-play techniques, participants will spend the morning coming to understand the difficulties faced by low-income students and their families. The afternoon is spent debriefing the simulation, discussing the latest research on poverty, and planning for next steps.

Professional Teaching and Learning Culture - *NEW*

A professional teaching and learning culture sets the stage for student success. Teachers talk to each other about student work and collaborate on common lesson plans and assessments. This training introduces participants to a structured process for collaboration and gives them strategies for implementation. Follow up will include campuses providing examples of common lesson plans to be shared with other campuses who have participated in the training.

Questioning Techniques to Engage Reluctant Learners

This session will address methods for actively engaging reluctant learners through questioning techniques. Based on the latest brain research relating to motivation and engagement, this session will provide practical strategies for encouraging a wide range of students, such as inclusion students, students with behavior challenges, and advanced learners, with meaningful invitations to learning. Participants will learn how to document and track their questions to ensure maximum effectiveness. They will also learn how to use PDAS as a tool for enhancing their pedagogical practices.

RtI Strategies for Secondary Learners – *NEW*

This session presents RtI as a triage model to screen, assess, diagnose, and prescribe interventions for struggling students. RtI moves a group of students with high risk of failure to a position of success by identifying students most in need of intervention and developing an intervention strategy to increase their learning success.

RtI Tier I Interventions for Elementary General Ed (K-5) - *NEW*

Perhaps the most challenging part of implementing an RtI model is designing interventions at the Tier I level for the general ed classroom. This interactive session will provide teachers with practical strategies for assessing the needs of students in Tier I and designing effective intervention strategies for those students.

School Improvement Orientation: An Awareness Session for Campus Faculties

Your AYP results just came back...you've missed AYP again...you are now officially in School Improvement. But what does that mean to your faculty? This session is designed to introduce campus faculties (teachers, paraprofessionals, etc.) to the world School Improvement. Topics include understanding AYP as a system, consequences of school improvement, funding issues, the role of SIRC, and overall implications. As a follow up activity, the campus will be placed on a list-serve to receive a monthly AYP e-newsletter.

School Support Team: Training of Trainers

This extensive training will provide campus/district teams the skills necessary to examine all facets of school operations in order to better serve students. Prior to training, schools will identify team members which include principals, teachers, pupil services personnel, parents and others as appropriate. Over the course of the 3 day session, teams will learn to use a variety of tools to analyze data, develop and implement improvement plans, and work collaboratively to improve school performance.

Secondary Classroom Management: Organization and Student Behavior (6 – 12)

Based on Sheryl Feinstein's book, *Secrets of the Teenage Brains: Research Based Strategies for Reaching and Teaching Today's Adolescents*, this session will allow participants to explore examples of highly specific tasks, lessons and strategies for student engagement. Teachers will learn more about how their individual classroom management style can create an environment conducive to student success. Specific topics addressed include lesson planning, daily procedures and expectations, inclusion, and creating an engaging learning environment. Classroom observations and support by presenter for participants will be made available.

The Newcomer Experience

A growing challenge for school districts concerns the instructional and social emotional needs of non-traditional students such as refugees, undocumented immigrants, and unaccompanied minors. This session simulates the experiences of these types of students. Through role-play techniques, participants will spend the morning coming to understand the difficulties faced by these students. The afternoon is spent debriefing the simulation, discussing the latest research on non-traditional students, and planning for next steps.

To ARF or Not to ARF? Accommodations, Testing, and the Teacher's Role - NEW

With all the changes in testing, the need for teachers to be knowledgeable about available accommodations for students is essential. In this session, teachers will be given detailed explanations and samples of acceptable accommodations for students. The what, when, how, and why of the ARF (Accommodation Request Form) will be also be discussed.

Transitioning to the Block Schedule

With new curriculum requirements at the secondary level and increasing rigor and standards at the elementary level, many campuses are moving to block scheduling. This session is designed for faculties making this transition. Emphasis will be placed on developing the 90 minute lesson as well as organizational strategies for the block. Administrators who request this session for their faculties will be asked to provide details on their specific schedules before the session. Classroom observations and support by presenter for participants will be made available.

Using Title I Money to Fund RTI: A Session for Administrative Teams

Is your campus ready to implement RTI but wondering where to find the necessary funds? This session for administrators and business office personnel will outline the ways in which Title I, Part A funds can be utilized. Considerations will include fund use on targeted assisted campuses versus school-wide campuses, supplement/not supplant issues, program requirements and other possible NCLB funding sources.

What's My Line? Defining Roles in Team Teaching – *NEW*

Strategies for maximizing student success through team teaching will be presented and explained. Participants will be encouraged to define their roles in the classroom teaching team as they work together to provide appropriate interventions to meet the needs of all learners.