

## **Effective Teaching Practices/No Child Left Behind/Title I Professional Development**

### **Campus/District Offerings Serving Region 10 Schools 2010 - 2011**

#### **A Study in Success: A Study Skills Overview for Parents *NEW***

In this session parents will learn tips and tools for helping their students study at home. Available for either elementary or secondary, the session is designed to give parents confidence in helping their students study. This session can be delivered in the evenings and is available only to districts and campuses that are members of the Title I Shared Service Agreement.

#### **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.

#### **Accountability, Assessments, and Acronyms, Oh My! *NEW***

You don't have to be a wizard to understand accountability! Using brains, heart, and courage, participants will learn the basics of both state and federal accountability. Topics for discussion will include current uses of state assessments, student group determination, completion/graduation rate, and safe harbors such as the Texas Projection Measure. Participants will also head down the yellow brick road and see what's behind the curtain for the future of accountability. Whether it's flying monkeys or flying houses, administrators who participate in this workshop will be well prepared to lead their campuses to the Oz of accountability!

#### **Building Relationships in Diverse Classrooms**

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.

#### **Creating a College Going Culture *NEW***

With the addition of the college readiness standards to the education landscape in Texas and with the assessment of college ready skills on the horizon, it is time for secondary schools to evaluate their practices. Do we believe every student can go to college? Do we share that belief with our students? Does our school have a "college going culture"? This workshop will take participants through a process of evaluating the practices on their secondary campuses and discuss how to create a climate that helps to build college ready students.

#### **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.

**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.

**Diggin' That Data: Tools, Strategies, and Resources for True Data Driven Instruction *NEW***

The key to true performance improvement is utilizing data to drive classroom instruction. But how does a campus effectively use that data to achieve results? Based on the work of Dr. Victoria L Bernhardt and using tools developed by the Texas Comprehensive Center, the Texas Turnaround Center, and Region 10 ESC, this session gives participants a number of resources, strategies, and tools for using data to truly drive instruction. This workshop can also be customized to include tools and reports in Eduphoria Aware for campuses or districts that use that product.

**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.

**Dropout Danger: Detecting Early Warning Signs *NEW***

In this session, participants will understand the National Dropout Crisis by analyzing national and state trends, discuss challenging risk factors associated with today's youth and become more knowledgeable about proactive research based strategies that work.

**Effective Communication Strategies with Parents**

Based on the work of Todd Whitaker, this session gives teachers, administrators, and campus front-office staff tools and strategies for effectively communicating with the parents of their students. Tips for parent conferences, ARD meetings, and parent events will be included. Participants will receive one copy of Todd Whitaker's book. This workshop is available only for districts and campuses that are members of the Title I Shared Service Arrangement.

**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.

### **Encouraging Effort in Every Child *NEW***

Based on the article "The Key to Raising Smart Kids" by Carol S. Dweck, this workshop examines the role effort and motivation play in the academic success of our students. Participants will walk away with strategies for encouraging effort and motivating their students as well as research on the long-term effects positive interactions with students can create.

### **Fast Paced Future: Teaching Students in a Global Society *NEW***

In 2010 we must begin preparing students to be productive global citizens. We must have a clear understanding of concepts such as digital competence, global competence, and the "five minds" that the fast-paced future will demand and, as educators, we must inject life into our curriculum and instruction so that our students have the advantages they need to compete. Based on the work of Yong Zhao, Heidi Hayes Jacobs, and Howard Gardner, this workshop will give teachers the tools they need to teach in a global society.

### **Finding the Needle in the Haystack: Dropout Recovery Best Practices *NEW***

Cohort tracking? Minimum size? Mover, leaver, or dropout? And what do we do now?? This session will answer all of the technical questions on how dropouts are counted and how they count against a campus as well as share best practices for dropout recovery. Topics discussed include leaver coding and documentation, special categories of students like "incarcerated" and "previous dropout", the role of the campus registrar, and strategies proven to be effective. Participants will receive sample forms and templates to use at secondary campuses as well as a list of dropout recovery resources.

### **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.

### **Hustling Over the Hurdles: How to Survive that First Year in the Classroom *NEW***

This workshop will address the issues of new teachers and struggling teachers who need additional assistance and moral support for getting through the school year. The educators that participate in this workshop will leave with information and strategies on classroom management, time management, parent communication; Questioning Strategies and Rigorous lesson planning that supports the Texas Essential Knowledge Skills (TEKS). Each teacher will be given the opportunity to interact with other professionals and share ideas for problem solving curriculum struggles and/or student engagement.

### **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**

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.

### **Let's Start at the Very Beginning: A Guide to Comprehensive Needs Assessment *NEW***

All NCLB program areas require a comprehensive needs assessment (CNA). This 3 hour session will help district and school leaders use resources, tools and strategies to identify primary areas of focus for program administration and improvement. The session focuses on key aspects of School Support Team (SST) training and materials developed under the Region 20 initiative to fulfill TEA requirements. This workshop is offered at central sites for all districts and charters in Region 10. It is available on-site at campuses only for districts that are members of the Title I Shared Service Arrangement.

### **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**

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.

### **Plan the Work, Work the Plan: A Guide to Campus Improvement Planning *NEW***

This 3 hour session is a companion piece to the session on Comprehensive Needs Assessments. Activities are designed to create cohesive campus teams, utilize the CNA to drive the CIP, and make sure that all required areas are addressed. Training will focus on the School Support Team (SST) approach with emphasis on required Title I components. This workshop is offered at central sites for all districts and charters in Region 10. It is available on-site at campuses only for districts that are members of the Title I Shared Service Arrangement.

### **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.

### **Project Based Learning: Preparing Students for Post-High School *NEW***

Investigation of using projects in the high school classroom to enhance analytical thinking and student motivation is what the foundation of this workshop is about. Based on the Buck Institute for Education's 21st Century learning research, the participants will leave with a full understanding of Project Based Learning, how to setup a project for the classroom, and practical skill development that will support the high school student's transition into the college environment or the workforce environment. Participants can receive GT update credit for this workshop.

### **Professional Teaching and Learning Culture: A Process for Examining Student Work**

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.

### **Putting the Skunk on the Table *NEW***

In this era of rigorous accountability standards, high expectations for educators, and detailed federal guidelines, emotions and frustrations among educators run high. Campus and district leadership must often have challenging conversations with teachers, parents, and community members. Based on research from Michael Schmoker, who encourages putting the skunk on the table, and Todd Whitaker as well as using strategies from *The Art of School Leadership* by Thomas R. Hoerr and *Resilient School Leaders* by Jerry L. Patterson and Paul Kelleher, this session provides administrators with a tool kit for leading their faculties through difficult conversations.

### **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.

### **Reaching Dramatic Results for Underachieving Students *NEW***

Based on the research of George D. Nelson, this workshop we will explore practical teaching strategies for underachieving students. Teachers will apply a four question assessment of their teaching style and look for ways to adapt current lesson to more effectively meet the needs of underachieving students. Ultimately, teachers will transform their teaching to meet the learning needs of their students.

### **Reaching for the STAARs: Introducing Parents to the New State Assessment *NEW***

The State of Texas Assessment of Academic Readiness will replace the TAKS test in 2011-2012. It will be a more rigorous test than TAKS and will challenge our students in new ways. This overview session for parents will introduce them to the new test. This workshop is available only to districts and campuses that are members of the Title I Shared Service Arrangement.

### **Rtl Strategies for Secondary Learners**

This session presents Rtl as a triage model to screen, assess, diagnose, and prescribe interventions for struggling students. Rtl 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.

### **Rtl Tier I Interventions for Elementary General Ed (K-5)**

Perhaps the most challenging part of implementing an Rtl 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 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. This workshop is offered at central sites for all districts and charters in Region 10. It is available on-site at campuses only for districts that are members of the Title I Shared Service Arrangement.

### **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.

### **Sed de Saber: English for Everyone**

The Sed de Saber program teaches English to Spanish speaking adults to enable greater parent involvement in their child's education. The curriculum is aligned to CASA and SCANS standards and teaches over 500 words and 340 phrases using vocabulary from everyday life. Campuses who participate in this training will receive materials and equipment free of charge. This workshop is only available to districts and campuses that are members of the Title I Shared Service Arrangement.

### **Strengthening Family and Community Relationships *NEW***

In this session, district and school staff will learn about and be able to use strategies to create a common understanding of meaningful family and community engagement; strategies to engage family and community in regular, two way communication and tools to plan and track progress of communication with family and community members.

### **Tackling the TEKS *NEW***

This workshop is a cross-curricular endeavor for teachers to see and understand how the TEKS are aligned through grade levels and across content areas. This workshop will provide teachers with an in-depth understanding of the TEKS objectives and a detailed look at specific objectives to see how rigorous lesson plans can be developed. Each participant will walk away with a better knowledge base for the content and what the state expectations are for teaching the TEKS.

**Taking the Hassles Out of Homework: A Workshop for Parents *NEW***

Parents will learn how to minimize the power-struggle with their children as well as techniques for helping their students set goals. They will also leave with strategies for teaching responsibility and ways to encourage and self motivate children.

**TAKS Data Analysis for Eduphoria Aware Users *NEW***

This session for campuses using Eduphoria Aware explores techniques for analyzing campus level TAKS assessment data. Participants will be guided through an item analysis process that evaluates student errors in relationship to content, context, complexity, and crossover. Educators will leave empowered to make connections between student performance and instructional practices.

**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.

**Two Way Communication: A Workshop for Parents *NEW***

In this workshop, parents will be encouraged to value their role at home, understand school expectations, and learn techniques on how to communicate with teachers and administrators.