



Goal-Setting and Student Investment

Rigorous Expectations

Tuesday, September 16, 4:00-5:30 pm
Thursday, September 18, 4:00-5:30 pm

Summary

Teachers will explore what rigor is and why it is important, including dispelling common myths about rigor. They will collaboratively design rigorous summative assessments and begin to select rigorous learning materials and instructional activities to appropriately align to the assessment. It is recommended that teachers bring planning resources and laptops are encouraged.

Essential Question

What makes instruction rigorous?

Sharing Data with Students

Wednesday, October 15, 4:00-7:00 pm

Summary

Teachers will explore best practices in sharing data with students and why transparency around individual and group data is important. They will collaboratively design plans to engage students in reflection on their individual data, selecting from learning materials and instructional activities to appropriately align to long-term goals. Teachers should bring benchmark, summative assessment, PVAAS, and state assessment data about each of their students. Laptops are recommended.

Essential Questions

How should I share data and set goals with my students?

How do I use this to help students achieve long-term goals?

Unit and Lesson Planning

Creating Objective-Driven Assessments and Learning Plans

Tuesday, September 16, 4:00-5:30 pm
Thursday, September 18, 4:00-5:30 pm

Summary

Teachers will discuss the alignment of learning plans to objectives and assessments. Working within the principles of effective lesson design, teachers will learn to manipulate pacing, materials, and learning activities to meaningfully lead students to mastery of a given objective.

Essential Question

How do I design effective learning plans that lead to and measure students' mastery of the objective, including the ability to answer essential questions and form enduring understandings?

Small Group Instruction

Monday, October 20, 4:00-7:00 pm

Summary

Teachers will explore best practices for organizing data to arrange, plan, and implement small group instruction to both remediate and enrich student learning. Focusing on benchmark data and formative assessments, teachers will organize their own small groups using the tools provided as well as plan mini-lessons with specific goals and objectives.

Essential Questions

How do I plan, form, and execute small group instruction effectively?
How can small group instruction improve student learning?

Web-Based Instructional Tools

Monday, November 17, 4:00-7:00 pm

Summary

Teachers will explore applications and online software used to teach key curricular concepts, manage time, and organize resources. Upon leaving this workshop, participants will have tools that are applicable to both teacher and student.

Essential Question

How do I use technology to create materials that support my instructional outcomes and engage students in meaningful learning?

Brain-Based Learning

Tuesday, December 2, 4:00-5:30 pm

Thursday, December 4, 4:00-5:30 pm

Summary

Teachers will explore parts of the brain and the six principles of brain-friendly teaching and learning.

Essential Question

How do I use my working knowledge of the brain to design effective learning experiences.

Classroom Management

Developing Systems, Routines, and Procedures

Tuesday, September 9, 4:00-5:30 pm

Thursday, September 11, 4:00-5:30 pm

Summary

Teachers will examine their current learning environment and design routines and procedures that create additional instructional time and conserve teacher energy by teaching and investing students in their purpose. Teachers will develop a system to collect and utilize data to improve the effectiveness of classroom procedures.

Essential Questions

How do I create and sustain a safe classroom environment that encourages learning?
How do I better understand student behavior so I can take appropriate actions?

Cooperative Learning Groups, Class Building, & Team Building

Tuesday, November 18, 4:00-7:00 pm

Summary

Teachers will review the seven keys to cooperative learning and explore the importance of developing students' social skills. They will also create meaningful heterogeneous teams based on student data. Class builders and team builders will be modeled and then planned for individuals' classrooms.

Essential Question

How can well-developed cooperative learning structures increase the social and emotional abilities of my students?

Refining Systems, Routines, and Procedures

Tuesday, January 6, 4:00-7:00 pm

Summary

Teachers will analyze their current system of routines and procedures to identify areas of strength and weaknesses. Teachers will use this data to refine and/or create procedures that reestablish clear behavioral expectations and maximize instructional time. An action plan will be created to introduce, practice, and reinforce newly developed procedures to build student fluency and investment.

Essential Questions

How do I create and sustain a safe classroom environment that encourages learning?
How do I better understand student behavior so I can take appropriate actions?

Differentiation

Differentiation Strategies

Tuesday, October 21, 4:00-5:30 pm

Tuesday, October 28, 4:00-5:30 pm

Summary

Teachers will refine their skills as instructional planners by integrating strategies and materials to meet their students' varying interests, preferences, strengths, contributions, and prior knowledge. They will learn best practices for designing differentiated learning experiences as well as managing a differentiated classroom. Teachers will consider process, product, content, and environment in their work.

Essential Questions

How do I know where my students are? How do I design for them accordingly?
How do I tailor instruction to meet student needs?

Creating a Differentiation Plan

Wednesday, November 12, 4:00-7:00 pm

Summary

Teachers will use their own classroom rosters to create specific differentiation plans using current formative assessment, benchmark, PVAAS, and state assessment data. Teachers will examine exemplars to improve their differentiation plans for current and upcoming units.

Essential Questions

How do I use student data to create a differentiation plan?
How do I create the space to have each student learn well?

Reflective Practice

Using Microsoft Excel to Drive Village Goals

Thursday, August 21, 1:30-3:00 pm

**For Village Leads Only*

Tuesday, October 14, 4:00-5:30 pm

Summary

Village leads will learn how to organize student achievement, attendance, and discipline data in Microsoft Excel and use this data to drive grade-level goals.

Essential Questions

What evidence can we collect about our students' learning?
How do we best support our students based on the data that has been collected?

**Building Teacher Resilience
and Caring through Mindfulness**

Tuesday, March 3, 4:00-5:30 pm
Tuesday, March 17, 4:00-5:30 pm

Summary

Teachers will learn how to use mindfulness and relaxation strategies to create a calm inner locus of control that decreases stress and improves overall health and well-being. In turn, teachers may find that their classroom environment and student interactions improve.

Essential Question

How can I use mindfulness and other stress reduction approaches to decrease stressors and increase my ability to connect with students?