Worshops Descriptions

JP workshops address five primary areas of professional development:

1. Common Core State Standards

2. Factors Influencing Student Achievement

3. Responsive Coaching

4. Leadership

5. Teacher Evaluation

The workshops descriptions below provide an understanding of the range of services JP can provide. They can be presented as is, or serve as a starting point for discussion about the specific needs of your schools and staff. All of the JP workshops and the topics they cover can be customized to meet your specific and unique needs.

Contact us to set up a time one of with our Experienced School Improvement Specialists and let us help you design a customized professional development plan.

For more information:

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Common Core State Standards Domain

JP has developed a series of interactive workshops coupled with side by side coaching to help administrators and teachers become acquainted with the Common Core Standards, how they align to your schools curricula and what that will mean to them and their students. Training focuses on articulating the need and process for differentiation, developing tiered lesson plans, analyzing the value of assessment in determining next steps for instruction and identifying resources to make curriculum accessible.

1. Welcoming the Standards to Your School
This is an introductory session where participants will be guided through developing an enduring understanding of the need for change in not only teaching practices, but also improved outcomes for students. A *gap analysis* must be completed to determine the schools' current *curriculum aligns* with the Common Core Standards. How do we **unpack** the **"Outcome"** standards to meet the needs for ALL students' and improve teaching and learning through *assessment.*

Discussion will center on the question, "What intentional or purposeful actions is your district or school doing to *prepare teachers to implement quality instruction* for the standards? "

2. Bridging the Gap: Meeting the Common Core Standards
Participants will be introduced to a tool (Ten Features of High Quality Instructional Tools) to identify high quality instructional materials using evidenced based indicators. Then, they use their new found knowledge of these indicators to develop instructional content and strategies that bridge any gaps. Developing a deeper understanding of how to **differentiate instruction through teaching practices will enable all teachers to meet the needs of Special Needs Students, English Language Learners, and Standard English Learners.**

3. Meeting the Common Core Writing Standards
Explicit Instruction on Writing Arguments, Informative/Explanatory Texts, and Narratives for struggling writers is the primary focus of this session. Participants will experience hands-on activities in back-mapping to foundational writing skills, planning explicit lessons to enable all students to become effective writers, using a rubric to score writing, and *improve teaching and learning.*

4. Instructional Planning: Meeting the Needs of All Students in Standards Based Schools

Public education is based on the premise that students learn as a direct result of classroom instruction. In this interactive session, participants will analyze the research base for Explicit Direct Instruction and identify the most effective practices for lesson design components, differentiation, and delivery strategies to meet the needs of the diverse student in your classrooms. Participants will unpack the Standards to determine foundational skills and clear learning objectives; identify effective and efficient instructional approaches based on evidence; and design Explicit Direct Instruction Lesson Plans.

5. Creating Effective Classroom Assessments for Standards Based Teaching and Learning

Assessments provide information to be used as feedback to modify teaching and learning activities. Participants learn how assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs and how formative assessments help teachers name areas of strengths for students. They will explore such effective assessors as keep learning goals in mind based on Outcome Standards; consider assessment strategies; and determine what would constitute evidence that students have reached the learning goals. Participants will identify purpose of assessment starting with the end in mind; align assessment to the standards and ideally to the curriculum and instruction; and ensure quality of assessment.

Factors Influencing Student Achievement Domain

JP brings together several critical factors in the development of an effective school. These factors when woven together in a structured, systematic way create a strong foundation for academic acceleration and achievement.

JP has developed a series of strategies that help principals, coaches and teachers establish concrete objectives, identify data that lets staff know if those objectives are being achieved and helps instructional staff manage and analyze data so it can be used to improve instruction and increase student achievement.

Whether the focus of the instructional program is reading, mathematics, science, or history, a well-designed curriculum is critical to academic achievement and acceleration. JP Associates provides program-specific training for a variety of research- and evidence-based instructional curricula as well as Responsive Staff Development that is designed to improve the results schools achieve with instructional materials that require additional engineering.

6. Factors Influencing Student Achievement: 8 Factors That Impact AYP

This session explores the factors impacting students making adequate progress---those areas include: Instruction, Curriculum, Classroom Management, Organization, Stability School Climate, Organization, and Family.

 Participants will actively respond to research in each area and will apply knowledge to "real life" situations through coaching role plays, small group discussions, developing rules and procedures, and exploring curriculum design. Participants will have the tools necessary to develop a rubric for assessing students and subgroups not making adequate yearly progress and research to support the change necessary to ensure all students receive quality instruction in a safe and orderly school delivered by a highly qualified teacher.

7. Establishing Benchmark Performance and Progress Monitoring
(Next steps for intervention when progress is not adequate):

During this session, participants will have the opportunity to review various examples of student data to determine appropriate placements for interventions. Assessment tools will be examined in order to confidently pinpoint weak student skills. Participants will use also the team approach to identify strategies that successfully monitor student progress in intervention groups, and provide teachers support through the intervention process.

8. Data Driven Instruction
In order to adjust our instruction, we must first analyze the data which reflects our students' level of mastery of previously taught skills. This session provides experienced teachers with an understanding of how time impacts instruction and how to analyze the collection of data from their current programs. Participants will review examples of Pacing Guides and Data Analysis Feedback Reports and determine how to provide support to staff members to increase their students' achievement.

Participants in this session will learn how to set learning goals and use available data to create Trend Lines to project success, or lack thereof, in meeting the goals which have been set. Creating Trend lines will be demonstrated and participants will have the opportunity to practice this skill. Participants will also be provided with written instructions so that they can create Trend lines for the classes in their school. <mark>All participants will need to bring a laptop computer.</mark> The following versions of Microsoft Office Excel will be included:
   o   Microsoft Office for PC   98-2003
   o   Microsoft Office for PC   2007
   o   Microsoft Office for Mac   2004
   o   Microsoft Office for Mac   2007

9. Managing Independent Workers
Whether you're a first year teacher or an experienced instructor, this session will help you meet the needs of diverse learners by designing and managing the inclusive classroom. Discover how to meet your goal of differentiated instruction by reducing classroom interruptions and optimizing instructional time. Examples for today's classroom will be shared throughout the presentation.

10. The Challenge of Learning to Read:
   Introduction to the Five Big Ideas of Effective Reading Instruction
This session is a prerequisite for attending the Five Big Ideas of Effective Reading Instruction Series. Participants will be provided the research and background information supporting the inclusion of phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction in your reading program. Participants will gain a deep understanding of the "Challenge of Learning to Read." <mark>*Participation in this Introduction session is a prerequisite for all other "Big 5" sessions</mark>

11. Phonemic Awareness and Phonics:

Participants will apply increased knowledge and understanding of the processing systems of the brain, dyslexia and other reading disabilities, the speech sounds of English, and phoneme/ phonological awareness to provide effective interventions for increasing student achievement.

12. Fluency

This session provides a research base to increase understanding of the importance of fluent reading. Participants will use this knowledge to identify the characteristics of fluent vs. dysfluent readers. In turn, Reading Coaches and teachers alike will implement research-based strategies to improve fluency.

13. Vocabulary

Join us in this session to examine the pros of explicit instruction of vocabulary/word knowledge. Investigate the prerequisite components essential for proficient comprehension skills. AND…explore differentiated, interactive resources and activities that meet the needs of all learners!

14. Comprehension:

We will begin by reviewing the essential comprehension skills students should learn. Participants will explore the critical features of comprehension instruction and work in teams to develop plans for effectively sequencing its delivery.

15. Restructuring Curriculum for Student Success

This session will identify the effective practices used in DI that can be generalized to other curricular areas **at all grade levels** to increase teaching effectiveness and student achievement in those areas. The process will be modeled in **examples,** and then, participants will have the opportunity to prepare a lesson, using their knowledge of DI practices. Participants will leave with an outline for using the process with the adopted curricula in their own school.

16. Positive School Culture and School-wide Positive Behavior Support

School wide Positive Behavior Support (PBIS) is a proven method to help schools successfully educate all students and especially those with challenging behaviors. Participants in this session will be introduced to the Positive School Culture Domain and School-wide Positive Behavior Support as well as be guided through a self-evaluation process to determine their readiness to implement these approaches in their schools.

17. Enhancing Student Achievement through Classroom Management

Effective classroom management is the foundation upon which all student achievement is built. As Harry Wong stated, "…without classroom management, you'll never be able to do what you want to do." Participants in this session will be introduced to the core principles of classroom and behavior management and use those principles to develop a usable action plan for developing superior classroom management in their schools resulting in superior student achievement.

18. Strengthening Parent Involvement

The educational literature, our own experience as educators and the voices of national organizations, parents, administrators and teachers has led us to know that *parent involvement* in this process of educational growth is needed. Parent involvement is not a sufficient condition in and of itself to produce school-based academic success (Hoover-Dempsey & Sandler, 1995); however, parent involvement does have the capacity to increase the chances for student success. Participants will explore and learn about field proven strategies that enable schools to proactively involve parents in their children's education.

19. The Mindset of the Effective Educator

In this 90 minute session, we will examine the principles that serve as the foundation for our profession as studied primarily by Robert Brooks, Ph.D. and Dr. Martin Haberman, Distinguished Professor, UWM. This session is for new or experienced educators who are continually seeking to refine their skills to increase student achievement.

20. Co-Teaching/Collaborative Team Teaching: Building Teaching Partnerships to Support Student Learning

Teachers are responsible for the learning and success of ALL students because of their instruction. During this session, participants will examine the theory and the effective practices to implement collaborative co-teaching in the inclusive classroom.

21. Planning for Explicit Instruction

During this session, participants will master the theoretical foundations for the *Elements of Explicit Instruction* and the *Underlying Principles* for delivery of lessons. Participants will apply this knowledge base to planning focused and explicit lessons that incorporate the Elements and Principles.

22. Academic English and Vocabulary Development for ELL and SEL

This session focuses on developing an understanding of the impact of Vocabulary Instruction and Academic English for English Language Learners and Standard English Learners. Participants will learn to identify the Language-Literacy Connection; develop an understanding of the importance of Academic English; learn the difference between Academic and Social English; analyze steps in effective vocabulary instruction; and apply strategies and review activities to teach Academic English and vocabulary systematically.

23. Reading in the Content Areas: Introduction to Grades 4 - 12

This introductory session is designed with teachers in grades 4-12. The session discusses why it is important to help all students in reading and understanding content area texts. After briefly reviewing the struggles of older students with under-developed language, literacy and executive function skills to meet grade level expectations, the session explores what structures may be needed to support students. This introduction provides the participant with the background knowledge to focus on Word Study and Advanced Phonics, Reading in the Content Area and Digging Deeper into the Text, and Building Academic Vocabulary.

24. Reading in the Content Areas and Digging Deeper into Texts Grades 4-12

This intensive and interactive session will provide educators with the tools, including effective questioning, to guide and engage their students in deeper discussions about information found in content area texts. Participants will explore identifying content knowledge and comprehension strategies, learn the difference between Queries and Questions and leave with an action plan for immediately implementing these strategies in their classrooms.

25. Reading in the Content Areas: Building Academic Vocabulary Grades 4-12

This introductory session is based on the work of Robert J. Marzano and several other educational experts and researchers. Basic theoretical foundations, research-based explicit strategies, practical principles, and activities for how to successfully teach vocabulary will be explored. Participants will learn a six-step direction instruction process to teach academic vocabulary.

26. Reading in the Content Areas: Word Study and Advanced Phonics for Adolescent Readers

The session is designed to give you the basics of the structure of the English language and the current research to support instruction Participants will walk away with specific, basic tools to enable you to scaffold instruction for your struggling students to achieve high standards such as identifying, categorizing and applying advanced word study skills and reviewing a framework for teaching recognition of multi-syllable words. Participants will learn to articulate the value of teaching word structure, advanced decoding, morphographs, and spelling skills beyond grade 3.

27. Differentiated Instruction in Standards-Based Classrooms

Learning is a direct result of our instruction. Students learn because of their teachers and effective instruction based on student need. Teachers are often faced with finding specific strategies that address the unique needs of the students enrolled in their classrooms. Participants will learn to articulate the *NEED* and *Process* for differentiation; develop tiered lesson plans for Standards Based Classrooms; analyze the value of assessment in determining net steps for instruction; and identify resources to make the curriculum accessible

28. Active Engagement: Increasing Opportunities to Respond

During this session, participants will explore how the joint functioning of motivation, conceptual knowledge, cognitive strategies, and social interactions in literacy activities impact student learning. Participants will learn how to identify best practices for active engagement; describe less desirable practices; and apply the practices to planning differentiated lessons

29. Guided Instruction

As teachers, we are at our best when we guide learners to new or deeper understandings. The Gradual Release of Responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher as model, to joint responsibility between teacher and student, to independent practice and application by the learner. Participants will explore the definition of the Gradual Release of Responsibility; learn to identify scaffolds to support

children in their learning; determine (Assess) robust questioning to uncover misconceptions and student knowledge; and analyze effective instructional feedback.

30. Reciprocal Teaching

Participants are introduced to Reciprocal teaching, an instructional technique to improve reading comprehension in which students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they work collaboratively, assuming the role of teacher in leading a dialogue about what they read.

During this interactive session, teachers will practice teaching the four strategies through "Thinking Aloud" and modeling the practices for their students. Based on the Gradual Release of Responsibility Model, scaffolds are faded over time as students' skills increase. Participants will take-away the techniques to implement the procedures for whole-class sessions, guided reading groups, cooperative groups and, literature circles.

Responsive Coaching Domain

…[R]esearchers found that when teachers combined participation in the traditional workshops with peer coaching or methodologies that promoted collaboration and reflection, more than 80% of teachers were using newly learned strategies in their classrooms." (Joyce and Showers, 1996; Joyce, Murphy and Showers 1996; Richardson 1999)

JP works with your school to implement a structured and highly effective coaching strategy that identifies and addresses the needs of your students and teachers. Our onsite side by side coaching improves practices in your school, increases teachers' instructional skills, addresses the needs of individual students and improves student performance. Coaching is integrated throughout all of the services listed below.

31. Coaching Effective Practices: Coach Training

This session addresses the critical issue of ***building internal capacity for long-term success.*** Through modeling, group discussion and active participation, participants will develop an understanding of effective instructional delivery and clear communication with students and staff. Participants will then learn about the academic coach's role in supporting effective teaching practices across the curriculum. Information will be shared regarding strategies and techniques to enhance curriculum delivery; meet the needs of diverse learners; provide feedback to teachers; and increase student achievement. Through engaging discussion and active participation, participants will have the opportunity to learn and apply ***fifteen*** effective practices in the classroom that consistently increase student achievement.

This workshop will also provide participants with an opportunity to explore the role of Cognitive and Responsive Coaching in creating a culture of collaboration with the goal of school turnaround.

32. I've Collected the Data, Now What?

In this session Reading Coaches will take an in-depth look at data collected from classroom observations, ascertain why the student (or group) is struggling, develop an intervention plan, and then focus teaching in accordance. Coaches will review problems and develop solutions through the Problem Solving Plan, analyze classroom observations, formulate team to respond to data, and implement structure(s) for student success.

33. The Coach's Classroom Visits/Walk-Through

The classroom –walk-through model is designed to be frequent to increase the dialogue on instructional practice leading to improvement in instruction to increase student achievement. In this session, coaches will identify steps to focus classroom visits for a brief period of time followed by reflection with the teacher; a way to talk with teachers about improvement in teaching and learning; and a tool to maximize time in the classroom.

Leadership Domain

Research tells us while the teacher is the most important factor influencing instruction in the classroom; the principal is the most important factor in the school building. Ron Edmonds stated, "There may be schools out there that have strong instructional leaders, but are not yet effective; however, we have never yet found an effective school that did not have a strong instructional leader as the principal. JP's Leadership Domain provides principals with the tools they need to effectively design and implement strategies that will support teachers and increase student performance.

34. The Seven Correlates of Effective Schools

This interactive session will present an overview and basic information on the Seven Correlates of Effective Education based on the work of Ron Edmonds. Participants, through a combination of presentation and small group discussion, will learn what constitutes the Effective School and become familiar with identifying evidence of effectiveness. They well explore the importance of each of the Seven Correlates and how they interact with each other and are interdependent, especially in regard to teacher effectiveness, positive school culture, data management, college & career readiness and school turnaround. Participants will design an action plan outlining basic steps to establish, grow and reinforce the Seven Correlates in their schools.

35. The Walkthrough—Creating a Positive Climate via Supportive Supervision

Essential to creating and sustaining an effective school or the turning around of a school is a positive school climate or culture. Participants will explore their own perceptions of teams relative to the information presented, learn about the role of the principal in creating a team and be provided with a strategy for identifying potential leadership team members. Information will be provided on different types of classroom visits and their purposes while focusing on the concept of the walk-through and how this strategy can be used to support school teams and nurture a positive school culture.

36. Continuous School Improvement: Building a Vision to Turn Your School Around

School turnaround starts with a clear idea or vision of where your school is now; where you want it to be; and when do you want it to happen. Participants will be guided through a discussion of the essential components of sustainable school reform: Theories, Teams, Time, Technology and Tools (The Five T's). Working in groups, they will also walk through a step-by-step process on how to create a mission/vision statement by exploring core values and beliefs of their school. Finally, participants will be guided through critical steps in implementing the vision as expressed in the mission statement and learn how to avoid the common pitfall of not using the mission statement and vision effectively.

37. Creating a Positive Climate through Team Building

Participants will learn how to develop high functioning teacher teams and explore the impact of a supportive and positive environment on the performance of staff while learning about the Stages of Team Building. Participants will explore their own perceptions of teams, learn about the role of the principal in creating a team and be provided with a strategy for identifying potential leadership team members. Information will be provided on different types of classroom visits and their purposes while focusing on the concept of the walk-through and how this strategy can be used to support school teams and nurture a positive school culture. Participants will leave with an action plan for creating and maintaining a positive school culture by creating and supporting teams.

38. Meeting – Make it an Effective Leadership Strategy

Participants will learn why and how meetings should be used and how they can be conducted so staff walks away feeling energized and informed. The "nuts and bolts" behind a successful meeting (preparation, implementation and follow up) will be presented and discussed as well as the role of the meeting in school turnaround and building and supporting a positive school culture.   This session also presents information based on the work of Lawrence Lezotte regarding brainstorming, identifying the root causes of a problem and how to use the Affinity Program (a solution generating strategy).Participants leave with an action plan for implementing effective meetings at their school.

39. Principal's Practical Guide to Project Planning

This interactive workshop provides participants with the opportunity to work in small groups as a team and manage a finite set of resources to accomplish a defined task.
Participants will engage in an interactive exercise and discuss the experience, identifying strengths and weaknesses with the facilitator. The group will then work on a common project for increasing and enhancing parent and community involvement.

Attracting and involving parents in a parent education program is one of the bigger challenges facing schools. Participants will learn about a marketing approach developed in the field by a principal. Participants will be provided a step-by-step approach on how to plan and "market" a successful parent event as well as work in small groups to develop a plan they can implement onsite at their school.

40. Creating a Culture of Success

Utilizing brainstorming strategies (Affinity Diagram, Round Robin, etc.), participants will be guided through a process by which they will examine the relationship that should exist among Core Values and Beliefs, Mission/Vision Statement, and goals and outcomes. They will develop effective and practical strategies that can be implemented on a regular basis to establish and maintain a Culture of Success. Participants will learn strategies that will enable them to establish and maintain a positive school culture, while creating a sense of stability, continuity and safety for their staff and students.

41. Understanding Educational Research

This session will introduce participants to the Big Ideas of reading and understanding educational research. Staring with introductory research methodology and implications, the content of this session is designed to provide participants with the tools they'll need to critically analyze claims made by publishers and others in the education marketplace. Participants will acquire the content through the analysis of a current research article and make a determination regarding the applicability of the outcome to their current instructional programming.

42. Data 101

Statistics are an important component of understanding student performance patterns and their implications for planning. A thorough understanding of the "basics" of the data we use to make our instructional decisions is important to ensure we're making the RIGHT decisions for the RIGHT reasons. This session addresses basic descriptive statistics, a discussion about the use of inferential statistics and how this information can be used to decisions related to instruction, behavior, etc.

43. Leading During Change

Participants will learn how to address the challenges of leading during periods of change such as school turnaround or transformation. They will explore strategies that will enable them to make use of these changes to build a strong sense of unity via problem solving. Participants will learn about their E.I. (Emotional Intelligence) and how to use their E.I. to build effective and positive relationships with staff and community. They will examine the Five Elements of Change and leave with a personal action plan outlining how these elements apply to their personal style of leadership.

44. The Leader and Problem Solving

Participants will explore the role of the leader as a problem solver and how problem solving can be used as vehicle for creating a positive school environment that empowers all its members. Different problem solving strategies such as the Affinity Diagram, The Five Whys, Brainstorming, and Reverse Engineering will be presented upon the background of Emotional Intelligence, Critical Mass, and Five Functions of Behavior. Application of these strategies and concepts will be modeled and participants will apply these skills to real life scenarios. A problem solving rubric is provided.

45. Leadership in Action: Applying What We Know
This hands-on workshop is a follow up to "Problem Solving and Leadership." Participants are divided into teams and apply problem solving strategies to real life scenarios.   They are provided coaching and immediate feedback as they work on their team's problems. The different teams then share their strategies and rationales with the whole group. Participants are provided a model on how these techniques and skills can be coached onsite.

Teacher Evaluation Domain

Research clearly shows a critical link between teaching and students' academic achievement. In fact, a National Comprehensive Center for Teacher Quality 2007 synthesis of research concludes that although MANY studies point to outcomes that show some teachers contribute more to their students' academic growth than other teachers, almost NO research can systematically explain the considerable variation in teachers' skills for promoting student learning. Pinpointing the skills that lead certain teachers to have a greater impact on student performance than others is a matter of great urgency in a country that struggles with educating **all** of its children with equity and high expectations. When used appropriately, teacher evaluations should identify and measure the instructional strategies, professional behaviors, and delivery of content knowledge that affect student learning.

The Teacher Evaluation Project will provide professional development with specific actionable strategies to help remediate skill areas where teachers are found, through evaluation, to be weak. While aligned to Charlotte Danielson's "Framework for Teaching", the scope of this professional development is not limited to that framework. It includes all aspects of effective teaching practices, including self-reflection and the use of technology.

Sessions available include:

Teacher Readiness
- Developing Teacher Expertise
- Learning about Your Students
- Determining the Destination
- Finding Resources
- Creating Clearly Aligned Instruction
- Examining Student Progress

The Classroom Climate
- Earning Respect and Gaining Rapport
- Creating an Environment that Fosters Learning
- Developing Routines to Expedite Classroom Functioning
- Fostering Cooperation, Responsibility and a Love of Learning
- Organizing Classroom Space

Instruction
- Delivering instruction with precision and clarity
- Questioning and Discussion Techniques
- Increasing Students' Intellectual Involvement
- Providing Immediate Constructive Feedback
- Differentiating Instruction based on the Circumstances

The Teacher as a Professional
- Self-evaluation and analysis
- Maintaining and organizing student data
- Including Families
- Being a Team Player
- Committing to lifelong learning
- Demonstrating Professional Standards