



Marianne Landrith

Program Director, Frameworks and Foundations
marianne.landrith@schools.pima.gov
520-724-8995 | schools.pima.gov

Professional Development Workshops

Instructional Strategies --- *Content Based*

CLOSE READING IN THE CLASSROOM (6 HOURS)

Audience: Educators grades K-12, Administrators, and Instructional Coaches

Use modeling and various activities to demonstrate a close reading routine you can use with students to help them become independent readers and thinkers about text. In addition to the reading routine, participants will learn how to select texts appropriate for close reading and write text dependent questions. Participants will also learn methodologies to support classroom discussion and writing about text.

EVERYBODY'S TALKING - IN MATHEMATICS! (6 HOURS)

Audience: Educators grades K-12, Administrators, and Instructional Coaches

Participants will learn new methods to increase the quality of the mathematical discourse (math talk) in their classroom. Discover how traditional math problems can be revamped into open-ended, challenging problems that support the Standards of Mathematical Practices. Questioning strategies to promote student thinking will also be examined.

FRACTION ACTION (6 HOURS)

Audience: Educators grades 3-6, Special Education, and Instructional Coaches

Learn new strategies and methods to help students develop deep conceptual understanding of fractions. Participants will have hand-on experiences with number lines, pattern blocks, and Cuisenaire Rods. Fractions topics will include: conceptual understanding, vocabulary development, unit fractions, equivalent fractions, and operations with fractions.

INCREASING MATHEMATIC RIGOR THROUGH INSTRUCTION SHIFTS (6 HOURS)

Audience: Educators grades K-12, Administrators, and Instructional Coaches

This session will look at Steve Leinwand's 10 instructional shifts that raise student achievement in mathematics and draw connections to the 8 mathematical practice standards of College and Career Ready. In thinking about implications for teaching and planning for future application, participants will look at student work, engage in mathematical thinking, and make connections to content lessons in their grade level.

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INTEGRATING THE 8 MATHEMATICAL PRACTICES (6 HOURS)

Audience: Educators grades K-12, Administrators, and Instructional Coaches

This session explores the teaching and learning of math content through the lens of the Standards for Mathematical Practice for students K-12.

It will deepen teachers' understanding of what the mathematical practices are through classroom lessons, and why they are important to bring to their students as they transition into and through the Arizona's Academic State Standards Mathematics.

LETRS (LANGUAGE ESSENTIALS FOR TEACHERS OF READING & WRITING (24 HOURS)

Audience: Educators grades K-3rd, ELL Educators grades K-5, and Special Education Educators grades K-8

Language Essentials for Teachers of Reading and Spelling (LETRS) is an opportunity for intensive professional development that increases teacher knowledge of literacy. Participants are provided with comprehensive and practical knowledge of how children learn to read, write, and spell. Teachers and administrators can use this knowledge to improve instruction and implement evidence-based literacy interventions. Ideal follow-up to Teaching Reading Effectively sessions.

- Module 1 - The Challenge of Learning to Read: Explores the reasons why many students have reading difficulties and explains how children learn to read.
- Module 2 - The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness: Introduces phonemes (speech sounds) and discusses the importance of phonological awareness in reading and spelling instruction.
- Module 3 - Spellography for Teachers: How English Spelling Works: Explores the structure and history of English spelling from several angles: phoneme-grapheme correspondence, letter patterns within words, syllables, meaningful word parts (morphemes), and historical layers in the orthography

TEACHING READING EFFECTIVELY (30 HOURS)

Audience: Educators grades K-3rd, ELL Educators grades K-5, and Special Education Educators grades K-8

The course content includes current research and evidence based practices that are necessary for the development of the technical skills of reading along with academic vocabulary and deep comprehension. Important components of an effective comprehensive reading program designed to develop proficient readers, competent writers and critical thinkers are included in this material. Strategic coaching and Trainer of Trainer options are available after participants have completed the initial sessions.



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USING SOCRATIC SEMINAR (6 HOURS)

Audience: Educators grades 3-12, Administrators, and Instructional Coaches

Socratic Seminar is a deep analysis of works of quality and substance by a group of students facilitated by a teacher. A text can be a piece of literature, informative text, such as social studies and science, historical documents, or a piece of art or music. The main goal is for students to build conceptual understanding of the texts and ideas by asking questions, citing evidence, and conversing with each other to make meaning. Often, seminars are followed with a reflective piece of writing. Effectively implemented, Socratic seminars enhance reading comprehension, speaking, listening and writing skills; a perfect vehicle for teaching the Arizona’s ELA Academic Standards.

VOCABULARY STRATEGIES THAT WILL INCREASE ELA RIGOR (6 HOURS)

Audience: Educators, ELL Educators, and Special Education Educators grades 4-12

Teachers will experience a variety of strategies to develop vocabulary skills across content areas. Time will be allowed for participants to design vocabulary techniques that best fit their instructional needs and meet the requirements of the standards.

WRITING FOUNDATIONS K-2 (6 HOURS)

Audience: Educators grades K-2

This professional development focuses on evidence based practices for foundational writing instruction (handwriting, spelling and sentence construction) in K-2 classrooms. This training is based on the work of numerous researchers, and the text, Best Practices in Writing Instruction, edited by Steve Graham, Charles A. MacArthur, and Jill Fitzgerald. Research, assessment of student skills, and best practice and instructional strategies for immediate use in classrooms will be included. Writing opinion as outlined in Arizona’s College and Career Ready K-2 standards will be addressed, as will technology in writing instruction.

Instructional Strategies --- General Pedagogy

DESIGNING ACTIVE LEARNING LESSONS (6 HOURS)

Audience: Educators grades K-12

Participants will focus on specific student engagement strategies, where they are most appropriate during a lesson, and lesson design. Planning opportunities will allow teachers to incorporate the best practices helping students meet learning targets, achieve more, stay motivated, collaborate and develop a sense of accomplishment.

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DIFFERENTIATED INSTRUCTION (12 HOURS)

Audience: Educators grades K-12

Participants will learn instructional strategies and implementation practices that support Differentiated Instruction in the classroom. Objectives of sessions will include an understanding of differentiated instruction, educational profiles and classroom influences, instructional strategies, and strategies and implications of assessment.

Understanding the Differentiated Instruction philosophy and applying the strategies insures an increase in student learning and helps to move ALL students forward on the learning continuum. The course content is based on the works of Gayle Gregory and Carolyn King, Differentiated Instructional Strategies: One Size Doesn't Fit All.

ENGAGING THE BRAIN SERIES (10 HOURS)

Audience: Educators grades K-12

- The Brain – Learn the latest in brain research and how “Engaging the Brain” can boost your student’s learning! This session will combine research and brain based strategies that will work in your classroom every day.
- Assessment with the Brain in Mind – This session generates assessment strategies that individualize instruction and capitalize on the student’s strengths. Design quick and easy assessments that assess completion of tasks, abilities to work with others, participation levels, making connections, support opinions, and many more.
- Engagement Strategies with the Brain in Mind – The workshop will present ideas on how to “hook” the students’ brains through classroom activities. Learn what works and what doesn’t.
- Recognition and Feedback with the Brain in Mind – A growing brain needs continual and meaningful feedback. Classroom techniques that will improve student motivation through recognition and feedback will be shared.
- Effort and Achievement: Students being Mindful of Learning – What brain-based classroom techniques empower students to be self-directed learners? This session will present approaches that help teachers plan for student learning.

ENGAGING STUDENTS WITH POVERTY IN MIND (12 HOURS)

Audience: Educators grades K-12

These sessions will follow a book study format of Eric Jensen’s, Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Participants will be introduced to Jensen’s seven factors that are crucial to student engagement and how these can be implemented in today’s classrooms. The study will focus on building students’ cognitive capacity, motivation, and sustained understanding of content.

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FORMATIVE ASSESSMENTS – A FOCUS ON LEARNING (6 HOURS)

Audience: Educators grades K-12

Formative assessment (ungraded or low-stakes) is useful for many purposes: engaging students, evaluating students, preparing them for summative assessments. These assessments help the teacher promote learning and reflect on how instruction is progressing. In this session, participants will have an opportunity to share formative assessment techniques that have worked for them and to try out new types of formative assessment that they can easily integrate into their own classrooms.

MOTIVATING ALL STUDENTS (8 HOURS)

Audience: Educators grades K-12

This workshop is designed for teachers who are responsible for educating students in regular education courses as well as special needs programs. This course will discuss how to motivate all children to learn including students placed in special education. Includes theoretical background, motivating factors and strategies, intrinsic and extrinsic theories, classroom factors, behaviors associated with high motivation, affective factors in classroom/home climate, and practical suggestions for motivating students.

WHERE'S THE RIGOR (10 HOURS)

Audience: Educators grades K-12

Do your lesson plans reflect the RIGOR expected of the Arizona state academic standards? Does your instruction practice provide evidence of this RIGOR? Teachers in the workshop delve into the construct of their work, experiencing methods and strategies to increase the complexity level of baseline curriculum, and design revisions that contain more depth.



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Classroom Management

CLASSROOM MANAGEMENT REFRESHER COURSE (3 HOURS)

Audience: Educators grades K-12

- Participants will learn classroom strategies involving a setting up rules and procedure, discipline interventions, and teacher mental set. Topics will focus on approaches that:
- Identifying specific rules and procedures for your classroom
- Employ specific techniques that acknowledge and reinforce acceptable behavior and acknowledge and provide negative consequences for unacceptable behavior
- Establish clear limits for unacceptable behavior and an effective system for recording these behaviors
- Employ specific techniques to maintain or heighten your awareness of the actions of students in your classes (withitness)
- Employ specific techniques to maintain a healthy emotional objectivity with students
- Involving students in the design of rules and procedures

CLASSROOM MANAGEMENT SERIES (6 HOURS)

Audience: Educators grades K-12

The series is based on research from the book: *Classroom Management that Works – Research-Based Strategies for Every Teacher*

Element I: Rules and Procedures

- Participants will learn instructional strategies involving the design and implementation of classroom rules and procedures.

Element II: Discipline Interventions

- Participants will learn classroom strategies involving the design and implementation of discipline interventions.

Element III: Mental Set

- Participants will learn classroom strategies involving a teacher's appropriate mental set.



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Leadership

ADAPTIVE SCHOOLS (24 HOURS)

Audience: All Educators and Administrators

The Adaptive Schools Foundation and Advanced 4-day Seminars present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the “how” of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning.

COACHING TEACHERS TO IMPACT STUDENT ACHIEVEMENT (12 HOURS)

Audience: All Educators and Administrators

Learn and practice the best strategies to coach teachers. This workshop is designed specifically for those who work with teachers in a non-evaluative capacity. Participants will continue with on-going support via existing network of coaches.

DATA LITERACY IN OUR SCHOOLS (3 COURSES)

Audience: All Educators and Administrators

This set of workshops provides the basics of data literacy and suggested strategies to build district and school capacity focusing on types of data and their use in the improvement process. Workshops are provided by the ADE, Education Regional Centers and County Superintendent offices as a collaborative effort to meet the data literacy needs in schools. Schools and districts are encouraged to place participants in sessions that best meet their level of expertise in data literacy.

What's Your Data Literacy Emoji? (2 HOURS)

- During this session participants will experience a survey-like tool that enables leaders to self-reflect on their personal data literacy, their role as a leader of a data literate system, as well as the overall data literacy of their system. This is an interactive session to support leaders with their self-reflection when using a screening instrument.

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Cultivating Data Action Teams (6 HOURS)

- This module provides LEAs with an understanding of how data teams are important, strategies for nurturing a data culture, and solutions to practical logistics for building an effective data team.

Successful Data Analysis (6 HOURS)

- Participants will learn best practices and strategies for looking at data that can be applied to any data analysis situation. Focus will be on meaningful conversation around data.

SCHOOL-BASED PROFESSIONAL LEARNING FOR IMPLEMENTING THE STANDARDS (12 HOURS)

Audience: All Educators and Administrators

The following four professional learning units address the essential topics for improving professional learning at your school / district. Each unit's content can work interdependently with other units to develop foundational knowledge, skills, and practices to implement school-based professional learning. Each unit is a 3-hour workshop.

Managing Change

- Extend your understanding of how change affects staff and impacts the effectiveness of new initiatives. The Change Process will be described as it relates to concerns, feelings, and reactions. Participants will discuss and apply strategies for managing change and how to provide differentiated support for their staff. You will leave with models and tools to manage and measure change at your school.

Facilitating Learning Teams

- Experience an opportunity to explore the structures and supports, learning teams need in order to accomplish their goals. This workshop is particularly beneficial for those who are beginning to implement school learning teams such as; grade-level, departmental, school leadership, and professional learning community. Existing teams can benefit from revisiting foundational skills and tools necessary to support effective teamwork and refine the team's collaboration and productivity.

Learning Designs

- The Learning Designs session will introduce you to a wide variety of learning designs (learning beyond workshops) or protocols that are team-focused and offer opportunities for rich collaboration. As you become familiar with these designs and their uses, you will be able to draft your team or school's professional learning plan using several of these learning designs to meet your goals.



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Standards for Professional Learning

- *Learning Forward* (formerly National Staff Development Council) has published a revised set of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. This workshop is an overview of the seven Professional Learning Standards and includes ideas about how the standards connect to the effectiveness as educators.

PRESENTING SKILLS (16 HOURS)

Audience: All Educators and Administrators

Building on the work of Robert Garmston and other master presenters, this two-day seminar will focus on the skills, structures, and identity that support skilled presenting. The purpose of the training is to develop the confidence and competence a presenter needs. The presenter's moves will also transfer to facilitations that the individual is asked to lead. Using the metaphor container, the participants will use the Event Design Map to structure an upcoming presentation. Outcomes for the two days are:

- **Social and emotional**—empowerment and comfort with presenting
- **Declarative**—knowledge and understanding of strategies that help participants construct meaning
- **Procedural**—skills and processes in designing effective presentations

Other

TRUE COLORS (6 HOURS)

Audience: All Educators and Administrators

True Colors is a model of personality identification that is easy to understand, remember and apply. With the colors of Blue, Gold, Green and Orange - True Colors distills the elaborate concepts of personality theory into a user-friendly, practical tool used to foster healthy productive relationships. A two-hour Overview Session is available.



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Strategic Coaching Workshops

Cognitive Coaching Seminars®

The mission of Cognitive CoachingSM is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive CoachingSM is a research-based model that capitalizes upon and enhances teachers' cognitive processes.

Customized Coaching

- Frameworks & Foundations Coaches qualified through completion of Frameworks & Foundations Coaching course
- New Teacher specific coaching
- Strategic coaching in classroom management, differentiated instruction, lesson design, curriculum alignment, other
- Support site-based professional learning goals
- Short-term or long-term coaching available
- Program support may include delivery of staff development, grade level and PLC facilitation, videotaping, etc.

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Pima County School Superintendent's Office
200 North Stone Avenue | Tucson, Arizona 85701



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Coaching for Change Workshops

System Consultants

Consultants work alongside your leadership team to support your system change process and the implementation will be calibrated with your system goals.

Change processes could include implementation of the following:

- curriculum or professional development innovation
- alignment of curriculum/instruction
- comprehensive school reform
- building capacity in the organizational structure
- planning school wide or district wide professional development
- leadership transition plan

To best meet the needs of your particular program, our staff offers on-site training and assistance at your chosen location. We will work with you to determine the workshops that best suit your program and send our highly qualified trainers directly to you. You can train your entire program staff at once or partner with other programs in your community. Workshops can be customized or created based on your needs.

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