

**HARRISON CENTRAL SCHOOL DISTRICT
IN-SERVICE PROGRAM – 2012-13**

Course Name – Instructor(s)	Course Description
<p>Classroom Instruction That Works</p> <p>Louise Cleveland Susan Lockhart</p> <p>Aug. 8-10, 2012</p>	<p>Drawing from the research and best practice of Classroom Instruction that Works (CITW), participants will examine instruction practices that effectively support student engagement and increased learning and achievement. In addition to studying the five CITW listed below, workshop participants will learn how the brain processes information, how to design lessons that enhance long-term memory and conceptual understanding, and understand how CITW supports Understanding by Design and Frameworks for Observation. This workshop addresses the following five CITW instructional practices and will provide time for teachers to apply strategies to lessons:</p> <ul style="list-style-type: none"> • Teaching for Specific Types of Knowledge • Setting Objectives & Providing Feedback • Reinforcing Effort & Providing Recognition • Comparing, Classifying, Metaphor and Analogy • Summarizing & Notetaking • Non-linguistic Representations <p>Participants should bring a unit of study that they have previously taught and are interested in refining by applying the instructional strategies taught during this workshop.</p>
<p>Common Core Standards: Rational Numbers (4-7)</p> <p>Kees deGroot Dennis Kortright</p> <p>June 26-28, 2012</p>	<p>What is the relationship between fractions and rational numbers? Why is the product of two fractions between 0 and 1 less than either factor? How are rational numbers related to irrational numbers? The Common Core Curriculum Standards call for the development of deep understanding of rational numbers in grades 4-7. In preparation for the district's shift to the Common Core, this course focuses on the following learning goals:</p> <ul style="list-style-type: none"> • Develop essential knowledge about rational numbers • Raise and dispel misconceptions • Design appropriate tasks for assessing student understanding • Examine teaching techniques that support differentiation. <p>To achieve these goals, teachers will engage in “doing mathematics” and analyzing video of classroom teaching techniques. The content of this course is based on the book, <i>Developing Essential Understanding of Rational Numbers for Teaching Mathematics</i>, National Council of Teacher of Mathematics.</p>
<p>Differentiated Instruction in the Everyday Classroom (6-12)</p> <p>Jennifer Laden Joan O'Keeffe Elizabeth Hill Janessa Wilson</p> <p>July 23-24, 2012 Follow-up dates during the school year.</p>	<p>According to Tomlinson and Allan, “The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education.” Although teachers have become familiar with differentiated learning approaches and have developed units that include differentiated practices, they often struggle with planning daily differentiated instructional activities that support the instructional outcomes and allow for flexibility.</p> <p>This workshop will build upon teachers' existing knowledge and expertise differentiating instruction and facilitate learning new strategies and approaches that can be included into daily lesson plans. These practices will focus on responsive instruction that occurs when teachers understand students as individual learners and utilize flexibility in order to match instruction to student need.</p>

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	<p>Course outcomes:</p> <ul style="list-style-type: none"> • Development of a unit plan which includes diagnosing and pre-assessment. • Development of a unit plan incorporating differentiated practices that meet student readiness, interest, learning profile and affect. • Development of a lesson plan that builds in lesson adjustment and flexibility. <p>As a result of these course outcomes, teachers will be able to develop fluency in:</p> <ul style="list-style-type: none"> • Designing units and lessons that incorporate differentiated practices • Diagnosing/pre-assessing their students' learning needs on a daily basis • Adjusting instruction with immediacy when students are struggling or need additional challenges • Challenging students at their readiness level <p>Follow-up sessions in the fall of 2012 will provide time for implementation in the classroom, self-reflection and collegial sharing and feedback.</p>
<p>Elements of Quality Reading Responses: Thinking, Talking and Writing about Reading (6-12)</p> <p>Marina Moran Brian Ladewig</p> <p>Aug. 13-14, 2012 Follow-up dates during the school year.</p>	<p>Reading is interpretation, reflection and communication. It allows us to make sense of the world on our own, and at the same time, make vital connections to others. Whether it is in a literature circle, in a reader's notebook or as part of a global community, we want our students to be able to engage in deep, meaningful communication about their reading. In this workshop participants will:</p> <ul style="list-style-type: none"> • Examine examples of authentic texts (book reviews, letters and literary essays) to identify the essential elements of exemplary reading responses. • Learn instructional strategies to elevate the quality of student responses to reading. • Practice reading response strategies in the context of their own reading lives. <p>Participants are invited to engage in a follow-up study-group that will support their learning as they implement instructional strategies throughout the year.</p>
<p>Facilitating Effective Study Groups</p> <p>Jerrold Blair Michael Greenfield</p> <p>July 18-19, 2012</p> <p>Follow-up date during the school year.</p>	<p>Harrison has made a commitment to the development of study groups as an integral component of professional learning for teachers. A study group is defined as a collaborative leadership team led by a facilitator and unified through a set of common objectives. The collective work of the group should support and extend the district's mission, challenge existing structures and inspire new practice. Facilitators are responsible for 1) developing purposeful learning objectives, 2) selecting relevant resources, and 3) utilizing appropriate strategies and protocols to foster effective facilitation.</p> <p>According to Lipton and Wellman's Groups at Work, "effective groups own their processes, actions and outcomes resulting in cooperation, coordination and shared understanding of procedures and protocols." This course will explore and apply the six functions of purposeful study group facilitation: 1) activating, 2) assessing, goal setting and planning 3) dialogue and discussion, 4) generating ideas, 5) summarizing and synthesizing, 6) text and information processing.</p> <p>In addition to evaluating the functions of study group facilitation, participants will be encouraged to develop their own proposal for a study group to be facilitated using the strategies and functions learned during the in-service sessions.</p>
<p>Formative Assessment in the Arts (K-12)</p> <p>Mary Ellis, Julia Long</p>	<p>Now, more than ever, it is important for teachers to have accurate and comprehensive information about the progress of their students. In this time of high-stakes accountability, the ability to design and implement comprehensive, reliable and viable assessment systems is critically important. Teachers of the arts face unique challenges in the area of assessment and will benefit from developing expertise in a broad range of strategies based on current research about teaching and learning:</p>

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<p>Aug. 28-29, 2012</p> <p>Follow-up date during the school year.</p>	<p>In this workshop, we will address the following guiding questions:</p> <ul style="list-style-type: none"> • What is valid evidence of learning in the arts? • How do I find the time to assess? • What is the student's role in setting goals and tracking progress? • How do I effectively record and communicate evidence of learning? <p>Teachers in this workshop will engage in discussion based on readings of experts in assessment and including Marzano, Wiggins, McTighe, Fisher and Frey. They will examine current assessment practices in their classroom and their department. Participants will learn strategies for checking for understanding using a wide variety of research-based methods as well as strategies for recording student progress. As a result of this course, teachers will design an assessment plan for a unit that will be taught in the fall, including a pre-assessment, summative assessment and interim checks for understanding. After implementing the assessment plan, teachers will reflect on what they have learned and share outcomes at a follow-up meeting in November. Target audience: K-12 art, music, dance and theater teachers.</p>
<p>Formative Assessment Study Group: Performance-Based Assessment</p> <p>Julia Long Ashley Harvey</p> <p>December 2012-March 2013</p>	<p>This group is intended for all art, music, technology, physical education, digital literacy and other performance-based subjects.</p> <p>An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K-12 system (Marzano, 2006.) Art, music, technology, physical education, digital literacy and other performance-based subjects at times require a unique handling of formative assessment. The purpose of this study group is to work as a team to research, design and implement performance-based assessments which are integrated into classroom learning and yield diagnostic information. Both students and teachers will gain from knowing where a student is and what he/she still needs in order to meet success.</p> <p>This study group will focus on purposeful strategies for assessing students during the learning process. Members will share their expertise and also their experiences and findings as they adapt and implement new strategies in the their classrooms. Members will:</p> <ul style="list-style-type: none"> • Develop a practical understanding of formative assessment in a performance-based classroom. • Experiment with new methodology. • Construct and share formative assessments. • Observe and evaluate student responses to formative assessment. • Analyze the data collected from students. • Self-assess the effectiveness of the formative assessments in providing information to both student and teacher about learning.
<p>Harrison First Year Teacher Institute Michael Greenfield, Brian Ladewig & Directors/Supervisors Aug. 27-29, 2012</p>	<p>Day 1: District Mission & Core Values, Framework for Teaching and Learning</p> <p>Day 2: Curriculum Design Principles - Designing backwards, setting instructional goals & aligning assessments</p> <p>Day 3: Reflecting on teaching, sharing work & building collegial relationships.</p>
<p>Harrison Second Year Teacher Institute: Integrating Understanding by Design and Differentiated Instruction</p>	<p>August 27-29: UbD & Differentiated Instruction. August 29: Developing a Community of Learners - Reflection, Collaboration and Professional Planning for 1st and 2nd year teachers.</p>

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<p>Cindy Strickland Aug. 27-29, 2012</p> <p>Michael Greenfield & Directors/Supervisors Aug. 29, 2012</p> <p>(Mandatory for Second-Year Teachers)</p>	<p>Understanding by Design and Differentiated Instruction are two powerful ways of thinking about and addressing student needs. In this three-day workshop with national expert, Cindy Strickland, participants will learn ways in which these two models of instruction can seamlessly work together to provide all students with access to high quality curriculum that is clearly focused on standards and goals and matched to the varied interests, learning profile, and readiness levels of today's diverse student body. The key components of the workshop will demonstrate how to plan a unit of study using the following process:</p> <ul style="list-style-type: none"> • UbD/DI Stage 1: Focus on Content. Participants will identify desired results using standards and goals to frame essential questions, understandings, and knowledge and skill. • UbD/DI Stage 2: Focus on Product. Participants will determine acceptable evidence of student growth through the design of a variety of assessments, including preassessment, on-going assessments, and summative assessments. Focus will be on helping teachers gain a clear picture of students' knowledge, understanding, and skill as well as insight into their interests and learning profile. • UbD/DI Stage 3: Focus on Process. Participants will plan and sequence a variety of learning experiences designed to match students' varied interests, learning profiles and readiness.
<p>Improving Students' Use of Self-Regulation Executive Functions in the Classroom (K-5)</p> <p>Dr. George McCloskey Valerie Hymes</p> <p>Aug. 15-16, 2012</p> <p>Follow-up date during the school year.</p>	<p>Effective and efficient classroom learning and production are maximized when students are able to use their self-regulation executive functions in an age-appropriate manner. Through Harrison's work with Dr. George McCloskey, Professor and Director of School Psychology Research at the Philadelphia College of Osteopathic Medicine, the diagnosis of executive function difficulties in students has become an acute focus for professional development. Students who present as experiencing skill deficits are often misdiagnosed; their deficit is more often a product of undeveloped executive functions. Most students require teacher assistance first to learn self-regulation skills and second to learn how to use executive functions to cue and direct these self-regulation skills once they are learned. This workshop will discuss many of the more common self-regulation executive function difficulties that students experience in grades K through 5 and provide recommendations for teaching self-regulation skills and strategies in the classroom. Teachers will:</p> <ul style="list-style-type: none"> • Engage in reading professional literature to strengthen content knowledge in executive functions (e.g., learning vs. producing). • Further develop their diagnostic skill set assessing students' executive function capacities. • Develop an understanding of the connection between executive function capacity and academic achievement/performance. <p>As a result of this course teachers will:</p> <ul style="list-style-type: none"> • Use their knowledge about executive functions to diagnose deficits in students. • Develop teaching techniques, strategies and interventions that are effective for students who require explicit instruction in self-regulation (internal and external control).
<p>Introduction to Responsive Classroom, (K-3)</p> <p>Cindy Neese</p> <p>Aug. 13-15, 2012</p>	<p>The goal of the Responsive Classroom approach is to enable optimal student learning. Developed by classroom teachers and continually refined to meet schools' needs, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach consists of classroom and school wide practices for deliberately helping children build academic and social-emotional competencies day in and day out, year in and year out. Seven principals guide the Responsive Classroom approach. They are:</p> <ul style="list-style-type: none"> • The social curriculum is as important as the academic curriculum.

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	<ul style="list-style-type: none"> • How children learn is as important as what they learn. Process and content go hand in hand. • The greatest cognitive growth occurs through social interaction. • To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control. • Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach. • Knowing the families of the children we teach and working with them as partners is essential to children’s education. • How the adults at school work together is as important as their individual competence. Lasting change begins with the adult community. <p>This class will include the following components of the Responsive Classroom approach:</p> <ol style="list-style-type: none"> 1. Morning Meeting 2. Rules Creation 3. Guided Discovery 4. Logical Consequences:
<p>Learner-Focused Teacher Leadership (Part 1)</p> <p>Lynn Sawyer</p> <p>July 9-10, 2012</p>	<p>This workshop series explores the important relationship between mentor teachers and the novice teachers they support. Designed as a two-course sequence leading to Harrison certification as a mentor teacher, participants will learn to become skillful guides, capable of supporting professional growth and development in the first- year teacher’s classroom. While this course is primarily designed for teachers interested in becoming mentors, the learning outcomes are valuable for all educators, classroom teachers and specialists alike, as they are highly transferable strategies and skills critical for advancing professional practice. Participants will learn how to:</p> <ul style="list-style-type: none"> • Balance the novice teacher’s immediate needs with a longer-term view of professional practice • Consult to offer expertise and provide technical resources • Collaborate for shared planning and problem solving • Coach new teachers in a nonjudgmental manner • Ask questions that promote improved instructional decision making and delivery of lessons • Learn strategies for guiding standards-driven conversations • Offer feedback that supports high-level instructional decision making • Promote reflective practice as a professional habit of mind. <p>For those teachers interested in applying to become a mentor during 2012/13 school year, it is obligatory to take four days of training including the Advanced Mentoring workshop that runs on the days following this course.</p>
<p>Advanced Mentoring: Learner-Focused Teacher Leadership (Part 2)</p> <p>Lynn Sawyer</p> <p>July 11-12, 2012</p>	<p>This workshop series explores the important relationship between mentor teachers and the novice teachers they support. The second of a two course sequence leading to certification as a mentor teacher, participants will continue to expand their knowledge and skills in research-based strategies designed to support first- year teachers in Harrison.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> • Balance the novice teacher’s immediate needs with a longer-term view of professional practice • Consult to offer expertise and provide technical resources • Collaborate for shared planning and problem solving • Coach new teachers in a nonjudgmental manner • Ask questions that promote improved instructional decision making and delivery of lessons

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	<ul style="list-style-type: none"> • Learn strategies for guiding standards-driven conversations • Offer feedback that supports high-level instructional decision making • Promote reflective practice as a professional habit of mind. <p>For those teachers interested in applying to become a mentor during 2012/13 school year, it is obligatory to complete this course in addition to Mentoring (Part 1) prior to submitting an application to the Mentor Advisory Committee.</p> <p>Note: This course also satisfies the “retraining” requirement outlined in the Harrison Mentoring Plan</p>
<p>Preparing Teachers to Lead Math & Science Classroom Discussions (4-7)</p> <p>Michael Ciavarella</p> <p>July 10-11, 2012</p> <p>Follow-up date during the school year.</p>	<p>Discussion is central to the teaching and learning of science and mathematics. It affords learners the opportunity to make meaning of content. During classroom discussions teachers lead students to understand multiple solutions, analyze efficient strategies, and make connections to other topics and disciplines. Facilitating classroom discussion is complex, requiring deep understanding of content, knowledge of learning theory and pedagogical skill.</p> <p>Outcomes for this course include:</p> <ul style="list-style-type: none"> • Unpacking specific strategies that result in quality classroom discourse • Framing strategic questions that cause students to think deeply and engage in rich conversation • Clarifying roles and responsibilities of the students and teacher during discussion • Connecting facilitation practices and differentiated instruction. <p>This course prepares teachers to implement the Mathematical Practices described in the Common Core Standards.</p>
<p>Rituals, Routines & Expectations in the Workshop Model (K-2)</p> <p>Colleen Bertolino Jennifer Cummings</p> <p>Aug. 1-3, 2012</p>	<p>This course has been designed to examine and reevaluate the rituals, routines, and student expectations that optimize the effectiveness of the workshop model for literacy instruction. A consistent approach to the model is critical for implementation of the ELA curriculum designed by Harrison teachers. In this class, participants will develop a deeper understanding of the workshop components focusing on vertical alignment in grades K to 2 and how student behaviors, expectations and skills spiral as students gradually gain autonomy in the classroom.</p> <ul style="list-style-type: none"> • Participants will know the specific structures and features of the Workshop Model and how to implement them to establish an effective learning environment for students. • Participants will further develop their understanding of what a highly effective Reader’s and Writer’s Workshop looks like, sounds like, and feels like for students and teachers. • Participants will reflect, interpret, and analyze Launch Units of Reader’s and Writer’s Workshop to create goals and plans for establishing rituals, routines and expectations for implementation. • Participants will transfer the knowledge gained relative to building rituals, routines and expectations to the Workshop in all content areas. • Participants will create a K-2 continuum for clarifying implementation of the workshop.
<p>SIOP for Special Education and Related Service Providers (K-5)</p> <p>Marina Moran Jennifer Clampet Lilliana Ferreira</p> <p>Aug. 6-7, 2012</p>	<p>The Sheltered Instruction Observation Protocol (SIOP), (Echevarria, Vogt & Short, 2000) is a research-based instructional model originally developed to provide ESL specialists and content teachers alike with an explicit framework to facilitate the planning and delivery of high quality instruction for English Learners. This work has since been broadened to be used as the basis for designing instruction for a broad spectrum of learners.</p> <p>The SIOP protocol provides concrete methodology and examples for sheltered instruction (e.g. co-teaching and other inclusive learning environments) that can enhance and expand teachers’ instructional practice. The protocol is composed of thirty features grouped into eight main components: Lesson Preparation, Building Background, Comprehensible Input,</p>

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<p>Follow-up dates during the school year.</p>	<p>Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. These components emphasize the instructional practices that are critical for English Language Learners as well as students with special needs.</p> <p>During the course, participants will:</p> <ul style="list-style-type: none"> • Develop a practical understanding of the SIOP model • Construct and share lessons incorporating the features of each component of the SIOP model using specifically designed lesson-planning templates • Observe and evaluate lessons for evidence of fidelity of model implementation with an emphasis on collaborative revision <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> • Design lessons/units of study incorporating features in the eight components of SIOP • Experiment with new methodology • Self-assess their instruction using the SIOP protocol (instrument used to observe, rate, and provide feedback on lessons) and reflect on their practice. <p>Target audience: K-5 SPED Teachers and their content area co-teachers (where possible). Could also include ESL teachers and their content area co-teachers who have had limited exposure to the SIOP protocol.</p>
<p>SIOP I for Special Education and Related Service Providers (6-12)</p> <p>Krystle Martino</p> <p>Oct. 2012 – May, 2013</p>	<p>The Sheltered Instruction Observation Protocol (SIOP), (Echevarria, Vogt & Short, 2000) is a research-based instructional model originally developed to provide ESL specialists and content teachers alike with an explicit framework to facilitate the planning and delivery of high quality instruction for English Learners. This work has since been broadened to be used as the basis for designing instruction for a broad spectrum of learners.</p> <p>The SIOP protocol provides concrete methodology and examples for sheltered instruction (e.g. co-teaching and other inclusive learning environments) that can enhance and expand teachers' instructional practice. The protocol is composed of thirty features grouped into eight main components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. These components emphasize the instructional practices that are critical for English Language Learners as well as students with special needs. During the course, participants will: Develop a practical understanding of the SIOP model Construct and share lessons incorporating the features of each component of the SIOP model using specifically designed lesson-planning templates Observe and evaluate lessons for evidence of fidelity of model implementation with an emphasis on collaborative revision.</p> <p>As a result of the course, teachers will be able to: design lessons/units of study incorporating features in the eight components of SIOP Experiment with new methodology Self-assess their instruction using the SIOP protocol (instrument used to observe, rate, and provide feedback on lessons) and reflect on their practice. Target audience: 6-12 SPED or ESL Teachers and their content area co-teachers (where possible).</p>
<p>SIOP II (K-12)</p> <p>Krystle Martino</p> <p>Nov. 2012 - April, 2013</p>	<p>SIOP II is a course that will allow participants to delve deeper into the SIOP model. Participants will learn strategies to assist the academic and linguistic needs of English Language Learners (ELLs) and all students. Participants will review and implement the eight interrelated components of this research-based and validated instructional model and will also be required to share and discuss their practices with the other members of the course. Participants will present parts of the SIOP model that they have implemented in their classes and be open to professional dialogue and critique around their practices using the critical-friends model.</p> <p>Prerequisite: Participant will have needed to complete an introductory SIOP course either in the district or an improved out-of-district course.</p>

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<p>Study Group for Teachers of Multi-Graded Classrooms</p> <p>Louanna Andralliski Nicole Remenyi</p> <p>July 2012 – May 2013</p>	<p>The multi-grades level classroom presents its teachers with unique challenges. Students enter the classroom with diverse academic, language, social, emotional & physical needs. This study group aims to meet such needs with careful examination of the complexities of multi-graded, self-contained, special education classrooms within the Harrison Central School District.</p> <p>The purpose of this study group is to work as a team to enhance instruction in multi-graded classrooms in order to best meet the needs of special education students. This study group will have two major foci; designing a comprehensive social skills curriculum map and sharing expertise to improve classroom design & instruction.</p> <p>Members of this study group will commit to visiting multi-graded classrooms in various districts as well as conduct “in-house” classroom visits. Participants will also become experts on topics related to organizing and managing a multi-graded classroom. Members will share their expertise with the group including the information they have gathered during site visits. Participants will also use a consultation protocol to share work, present challenges & inquire collaboratively.</p> <p>The expectation for this study group is that each participant will conduct research and become an expert on a topic being addressed by the group. Participants will then present their research to the group. Participants are also expected to share information from classroom visitations. In this way, each participant will expand their knowledge of instruction, organization & differentiation used in a multi-grade, self-contain classroom through careful analysis of their practice & the practice of their colleagues. This study group will meet for a total of 30 hours which will include a six-hour summer work session, eight two-hour scheduled meeting times, four hours of flexible meeting time to be determine based on concerns or developments that occur during the year & four hour of independent work.</p>
<p>Summer Literacy Institute (K-12)</p> <p>Erica Denman Leah Mermelstein Marina Moran Administrators & Teachers</p> <p>Aug. 20-22, 2012</p>	<p>This three-day summer institute will deepen our knowledge on best practices for literacy instruction. As in past years, we will welcome back national consultants who this year will be joined by members of Harrison's leadership team as presenters addressing a wider scope of literacy needs for students in elementary and secondary school.</p> <p>In an effort to accommodate the professional learning interests of all participants the institute will be run "conference style" with concurrent sessions on a variety of topics targeting various levels of expertise. Each day, participants will be able to partake in two sessions, totaling six by the end of the institute. Workshops will be available at least twice during the three days in order to maximize each teacher's ability to participate in a session of their choice, but enrollment will be on a first come, first serve basis. Participants should sign up for the institute first, and at a later time they will be asked for their selection of workshops in a prioritized manner.</p> <p>Below is a sampling of the sessions that will be offered:</p> <ul style="list-style-type: none"> • Literacy in the content areas (3-5, 6-12) • Structuring the workshop in K-2 classrooms • Conferring (K-2, 3-8) • Reading Responses & Reflection (K-1, 2-5, 6-12) • The Purposeful Share: Deciding on the type of sharing session. • Determining Text Complexity when Addressing Students' Needs. • Unlocking the secrets of non-fiction text. • Digging Deeper into Guided Reading • Assessment and Instruction: From running records to designing meaningful differentiated instruction. • Vocabulary Development in the Reading & Writing Workshop. • Balanced Literacy for ELLs: How to Promote Language Development Through Literacy Development.

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	<ul style="list-style-type: none"> • Word Study • Embedding Grammar Instruction in the Reading and Writing Workshop. • Learning Profile and Differentiated Instruction.
<p>Teacher Leadership: New Paradigms and Practices</p> <p>Michael Greenfield Valerie Hymes</p> <p>July 17, 2012</p> <p>Follow-up dates during the school year.</p>	<p>Recent studies focused on sustainable improvement in schools highlights the critical role of teacher leaders in this change process. Through both formal and informal roles, teacher leadership influences change by mobilizing colleagues around common goals, data-driven dialogue and the use of effective, research-based practices in the classroom. As an organization committed to continuous, sustainable improvement, Harrison understands the value of cultivating leadership capacity among teachers.</p> <p>This seminar and study group is designed to promote and support teachers as developing leaders in Harrison schools. Through examination of leadership theory and applied practice, the course will provide participants with an extended opportunity to deepen their understanding of the changing role of teachers in educational organizations and its application in professional practice.</p> <p>Topics to be explored:</p> <ul style="list-style-type: none"> • Adaptive vs. technical challenges • Creativity and innovation • Change agency • Difficult conversations • Collective accountability • Compliance vs. commitment • Data-driven dialogue <p>Participants will:</p> <ul style="list-style-type: none"> • Become familiar with the leadership theories and relevant studies of Michael Fullan, Douglas Reeves, Ron Heifetz and Robert Marzano, among others. • Self assess and reflect upon leadership behaviors and dispositions • Learn strategies for engaging colleagues in focused, learner-centered work • Develop professional relationships with colleagues as a “critical friends group.” <p>Following the initial session in July, participants will meet monthly beginning in September to engage in text-based dialogue and consultancies about authentic leadership challenges.</p>
<p>Tri-State Consortium Workshop</p> <p>Marty Brooks Kathleen Reilly</p> <p>July 30-31, 2012</p>	<p>Harrison is a member of the Tri-State Consortium, a learning community of more than 40 high performing school districts in NY, NJ, and CT. This organization is committed to providing districts with rigorous criteria for self-reflection and objective evaluation of performance. Additionally, membership affords us the opportunity to accredit our high school. As members, we are obligated to have a team of consortium members visit our district for an evaluation and participate in evaluation site visits of other member districts. To participate, administrators and teachers need to be trained in the model. This training prepares participants to go on site visits which last for three days. Through the combined training and site visits, one becomes immersed in the model. The sessions involve an analysis of the Tri-State assessment model, opportunities for teams to create storyboards that describe the district's work on specific indicators, and a series of simulation exercises that reflect the visit process. Working with protocols that outline the specific stages in each activity, participants review interviewing techniques, examine evidence, and consider the scoring rubric. At the conclusion of the training, participants are given the opportunity to sign up to become members of a Tri-State visit team.</p>