



INTERNATIONALS NETWORK
FOR PUBLIC SCHOOLS

PROFESSIONAL DEVELOPMENT WORKSHOPS

Professional development workshops customized for each school depending on the needs of that particular faculty and student body are key features of our consultancy program.

The workshops build capacity of participants to implement core effective practices with ELLs and of school leaders to support faculty in implementing those practices. Once the principal and Internationals staff determine the goals during the needs assessment, they choose a professional development focus that the workshops and coaching address.

In the packet are examples of workshop modules available for teachers and professional development activities for school leaders that we facilitate and draw upon in creating your customized plan.



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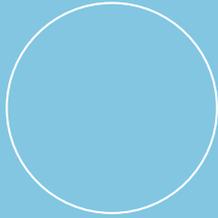
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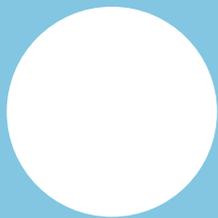
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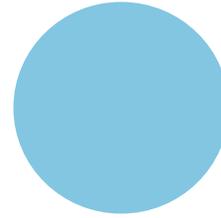
1 / Experiencing the Internationals Approach

This workshop begins with a lesson taught entirely in a foreign language. After an initial experience in which the content is delivered in this language with no supports, participants are taught the same content through activities, curriculum, and instruction that models good teaching for students who are not proficient in the language of instruction. Participants have the opportunity to reflect on the experience of the two different lessons and to look closely at several of the techniques the “teacher” uses that were effective for them. This workshop is a useful introduction to the Internationals Approach as it puts participants in the shoes of their students and helps them gain first hand experience with the benefits of teaching students using the techniques expanded on in the other workshops.



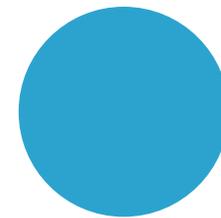
2 / Core Principles of the Internationals Approach

This workshop takes participants through a series of interactive stations, each of which is devoted to one of the five core principles of the internationals approach. Through the course of these five stations, participants watch videos, review resources, and look at curriculum to learn how each core principle is embodied in practice. Finally, there is time for open discussion of questions and implications for the classroom.



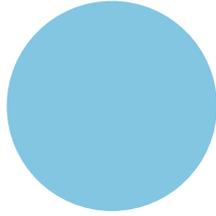
3 / Let's Give 'Em Something To Talk About: Strategies for Integrating Language and Content

This workshop supports all teachers in becoming language teachers, regardless of the content they teach. This enables students to develop their academic language in all content areas while deepening their knowledge of content, which is crucial in preparing students for the Common Core State Standards. This series of professional development activities provides faculty with key strategies for incorporating language development into all activities and a framework for planning for both language and content in curriculum development. This workshop includes a model lesson, sample curriculum, an opportunity to work on curriculum using a specific language planning framework, videos of instruction modeling language and content integration, and a resource guide of hands-on, easy to implement strategies.



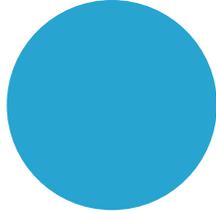
4 / No More Parallel Play: Encouraging Meaningful Student Collaboration

How do teachers get students to work together to support one another and rely less on the teacher? How do teachers implement structures and design curriculum so that students are the ones doing most of the talking and having the opportunity to use the target language? This workshop engages participants in multiple station activities that model various strategies for designing meaningful collaborative roles and for getting students to work together productively. Through various activities and readings, teachers learn how to get away from the front of the room and facilitate true student-centered instruction.



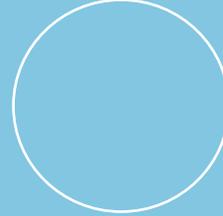
5 / Great Minds Think Differently: Leveraging the Benefits and Addressing the Challenges of a Heterogeneous ELL Classroom

This workshop provides faculty with core strategies to enable students at different academic and English proficiency levels to access academically rigorous curriculum at a variety of entry points. This workshop provides a book of strategies, each of which is supported by multiple curriculum examples. Participants progress through a series of stations that engage participants with these strategies. The workshop concludes with participants having time to create or revise their own curriculum to better address the needs of a heterogeneous class.



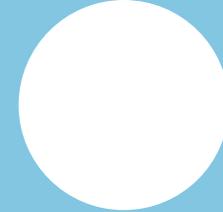
6 / Experiential Learning: Teaching Language and Content through Projects

How do we develop curriculum around rigorous projects that engage students by having them experience real world application of concepts while they learn the content and language necessary to meet the Common Core state standards? This workshop helps participants define what project-based learning is, develop their own driving questions, distinguish between higher order thinking and lower level thinking tasks, and walks participants through common pitfalls of project-based learning and how to address them. In this workshop series, participants are also given a template for backwards planning the development of a project, particularly for ELLs. Participants look in depth at model projects in their own discipline and walk through the planning steps the facilitator took to create the final project. Participants then have the opportunity to collaboratively plan a project using the project-planning framework presented. Included in the workshop is a comprehensive resource guide to project-based learning with English language learners.



7 / Two for the Price of One: Translanguaging and the Internationals Approach

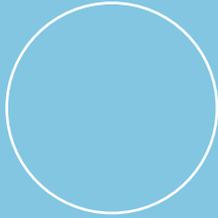
This workshop helps participants to leverage the home languages of their students to not only help improve their home language skills, but also to help them access more rigorous content and further develop their English. Using videos, sample curriculum, strategies, and examples of different structures that can be implemented across disciplines, the workshop supports participants in understanding why, how and when to effectively have students work in their home languages. Participants delve deeply into the concept and practices of “translanguaging”, which is essentially the flexible use of language (home languages or English), in an ELL classroom and how structures that support translanguaging are crucial for being able to engage all students in high level work, regardless of their level of English proficiency. Participants receive an overview of concrete strategies to facilitate translanguaging in their classrooms and the opportunity to create a plan to incorporate some of these strategies into their own instruction.



8 / Scaffolding Toward Higher Order Thinking

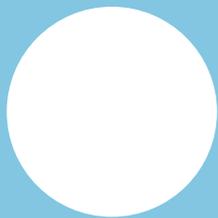
Scaffolding is the underpinning of all effective curriculum for ELLs. If students are not supported through scaffolds in the classroom, they will not be able to acquire new content knowledge, language, or academic skills, regardless of how innovative or engaging the curricula may be. This new Internationals workshop introduces participants to a wide array of scaffolds, as well as to the Scaffolding Cycle, a framework for organizing activities and entire units adapted from Pauline Gibbons’ Scaffolding Cycle for writing. Participants also investigate strategies for lowering the cognitive burden on their students when introducing new material. After engaging in a demonstration lesson that models aspects of the Scaffolding Cycle, participants will apply their new knowledge by collaboratively designing activities for a discipline-specific sample unit according to the stages of the Scaffolding Cycle. Participants will be given a Scaffolding Resource Guide full of reading, writing, and speaking scaffolds and curricular samples that will support them in future curriculum planning.





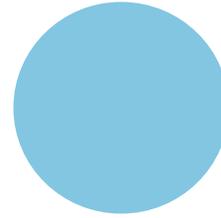
9 / Deeper Learning for Students with Limited or Interrupted Formal Education (SLIFE)

This workshop explores issues connected to serving Students with Limited or Interrupted Formal Education (SLIFE) within the context of the Internationals Approach. We begin by examining the concept of cultural dissonance, the mismatch between SLIFE learning paradigms and those of the US educational system, which creates challenges for these students in the school setting. Participants will then be introduced to MALP—the Mutually Adaptive Learning Paradigm—a tool for designing and implementing instruction that was created as a result of a more nuanced understanding of the specific kinds of cultural dissonance that many SLIFE face. Participants will also sample a wide array of SLIFE activity structures through engagement in both a simulation and a stations activity. Finally, before being asked to apply all of their new knowledge, participants will also investigate various strategies for adapting text in order to make it more accessible to SLIFE.



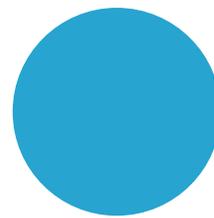
10 / Now I Get It: Strategies for Developing Foundational Literacy and Teaching Reading Comprehension

How do we get our students to access more difficult text in order to meet the Common Core State Standards? In this workshop we will explore the Big Five Pillars of Foundational Literacy, and discuss ways in which teachers can support students in the acquisition and strengthening of these skills in the heterogeneous classroom. Participants will also experience effective pre-, during- and post-reading activities that help struggling readers develop the strategies that good readers use. Finally, discipline peers will collaborate to design their own reading activities for a specific content area text. Participants will leave with a resource guide to help them implement a variety of effective reading strategies in their own classrooms.



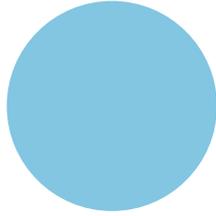
11 / Convince Me: Teaching ELLs the Art of Persuasive and Argumentative Writing in the Content Areas

Being able to advocate for a position and persuade others of its validity is a skill fundamental to success in high school, college, the world of work, and life in general. Learn how to empower your ELLs to convince others through this interactive workshop in which participants will explore the varied dimensions of persuasion and argumentative writing. We begin with an inquiry into what persuasion looks like in each discipline and proceed with an analysis of what makes for a strong writing prompt as well as a survey of scaffolded, pre-writing activities that introduce students to the tenets of argumentative writing. Participants will engage in oral persuasion activities that can be used with students to rehearse putting forth an argument and supporting it with evidence. Finally, after studying the ways in which mentor texts can be used throughout this process, participants begin designing a persuasive writing unit of their own.



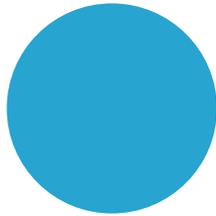
12 / The Art of Questioning

As with any core academic skill, the art of questioning in a school context is not necessarily an intuitive skill, and students need to be explicitly taught how to generate and hone questions that will frame their pursuit of knowledge. As a result, The Internationals Network for Public Schools has developed The Art of Questioning Workshop Module to address this need. This series, however, serves a two-fold purpose: it provides teachers with tools and strategies for supporting students in being able to generate their own thought-provoking questions as well as providing teachers themselves with guidelines for developing the kind of higher-order thinking (HOT) questions that, when posed to students during the graduation portfolio presentations, make these exchanges more dynamic and rigorous. The driving question of the workshop series is: “How do we develop within our students the ability to ask engaging, higher-order thinking questions?”



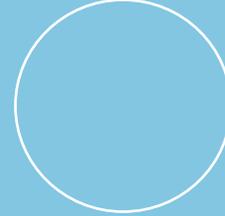
13 / The Art of Oral Presentations

The Internationals Network for Public Schools Workshop Module The Art of Oral Presentations supports teachers in implementing structures and designing curriculum so that student oral presentations—whether of a classroom project or of their senior graduation portfolio—are dynamic, effective, and reflective of the higher-order thinking skills in which the presenters have engaged. Orally presenting one’s work is a fundamental aspect of the Internationals model and provides a crucial opportunity for our ELL students to develop and exercise their language skills. When structured in specific ways, such presentations can also afford students the chance to defend their work in the way that actual practitioners in their fields (historians, scientists, etc.) do, and thus prepare them for the rigors of college and the professional world beyond. The driving question of the workshop series is: “How do we improve the quality of student oral presentations in our classrooms?”



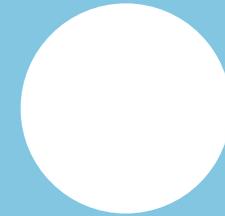
14 / Student-Centered Learning and Activity Guides

What does it mean to have a student-centered classroom? In this new, all day workshop, we initially explore the differences between teacher-centered and student-centered instruction through an interactive demonstration lesson. The bulk of the workshop will be spent unpacking activity guides, the main vehicle for instruction in a student-centered classroom. After analyzing exemplary samples in order to elicit the essential criteria for effective activity guides, participants will also learn about chunking a skill, sequencing the teaching of new material, and lowering the cognitive burden. Participants then apply this new learning in order to develop a plan for an activity guide in their own classroom.



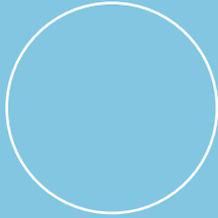
15 / Internationals 101

This is the workshop veteran teachers wish they had had when they began teaching at the Internationals Network. We posed the following question to current Internationals teachers: “What do you wish you had known when you first started teaching at Internationals?” Using their responses, we have compiled a starter kit consisting of advice and best practices from experienced Internationals teachers. In addition, participants will have the opportunity to pose questions to and speak with a panel of Internationals teachers who have recently completed their first year of teaching. Through developing relationships with other first-year teachers as well as more experienced teachers and engaging in some best practices from the starter kit, new teachers will feel prepared to take on their first year at Internationals.



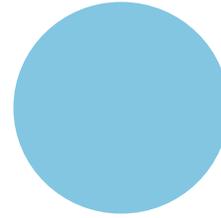
16 / The Art of Constructive Conversations

Learn how to design and teach students how to engage in constructive classroom conversations of all kinds in this interactive workshop. Participants get to experience various discussion formats, learn about effective conversational prompts, and explore ideas for structuring interactions where students collaboratively build ideas. In addition, participants will receive a resource book filled with instructions for implementing a wide array of diverse conversational formats in their classrooms.



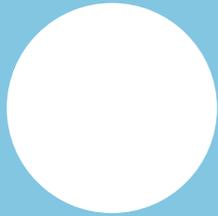
17 / Meaningful Student Choice in Projects

Providing students with more choice and voice in project-based learning creates greater student buy-in, increases motivation, and enhances students' decision-making skills. Discover strategies for affording your students greater choice in the way in which they demonstrate their learning to you through projects, thereby creating a more culturally responsive classroom. You will have the chance to apply your new knowledge by adapting a former project of your own so that students are offered more choice and voice.



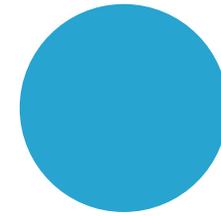
19 / Can You Hear Me Now?
A Listening Workshop

When was the last time that you felt fully listened to? What made that person a “good listener”? How can we take those skills and teach them in a way that is accessible and rigorous for our students? In this workshop we will answer these questions, hone our listening skills, and gain fresh insights on how to incorporate listening into our current and upcoming projects.



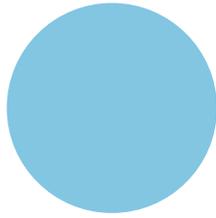
18 / Interdisciplinary Planning

Interdisciplinary teams are foundational elements of many International schools, and they provide a unique opportunity for planning and aligning across content classrooms. In this workshop, participants will explore the idea that interdisciplinary instruction exists on a continuum and reflects the interconnectedness of ideas, thinking, and practices that exist in the real world; that making clear connections across disciplines can enliven student and teacher learning; and that when developing interdisciplinary curricula, teachers must ensure that the teaching of their discipline's key content, practices, and ways of thinking are not subsumed in the service of the larger interdisciplinary project/curricula. Participants will investigate their own discipline's disciplinary practices and thinking patterns, an interdisciplinary planning process, methods for evaluating interdisciplinary topic ideas and identifying potential interdisciplinary topics, along with criteria for effective essential Questions. Participant teams will leave with the initial outlines of interdisciplinary projects for their own classrooms.



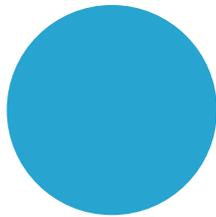
20 / Assessing Assessment

How do we design strong assessment indicators that allow us to accurately determine whether students have achieved a unit's intended performance outcomes? This workshop explores the following ideas: how to develop indicators that signal whether or not students have effectively met a project-based unit's outcomes; how to use formative assessment to illuminate the effectiveness of instruction as well as the progress students are making; how feedback itself does not improve student achievement, and how instead students acting on feedback produces gains in learning; and the notion that feedback is most effective when it points out strengths in the work and gives guidance for improvement. By the end of this workshop, participants will be able to understand the importance of having strong and clear assessment criteria; articulate the criteria for designing strong assessment indicators; design effective assessment indicators for a unit's intended outcomes; and create formative assessments that signal whether students have achieved a unit's intended outcomes.



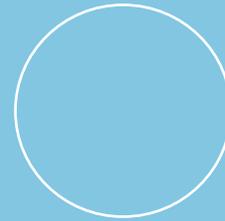
21 / Successful Management of the Student-Centered ELL Classroom

Taking the proven classroom management techniques of Teach Like a Champion author Doug Lemov and other classroom management gurus and restorative practices experts, this workshop will provide participants with concrete and actionable techniques they can implement in their classrooms immediately addressing the following questions: How do we organize our classrooms and lessons such that instructional time is maximized and never wasted? How do we establish systems and routines that will ensure the productivity of our students' work time? How do we motivate and engage students who are disconnected from the learning tasks? And, how can we use restorative practices to reinforce the importance of relationships in our conversations with students?



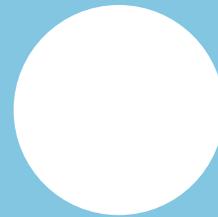
22 / It All Adds Up: Developing Numeracy Across the Content Areas

How do we support ongoing numeracy development across all subject areas, especially for our emergent-numerate students? This workshop starts from the premise that, as with literacy, no single subject area can be solely responsible for numeracy development; rather, numeracy and quantitative literacy must be taught and practiced authentically across all subject areas. By the end of this workshop, participants from all content areas will be able to: define numeracy and its varied components; articulate the numeracy needs of a heterogeneous ELL population, including emergent-numerate students; assess the numeracy demands, opportunities, and pitfalls in a sample project or unit; and select appropriate classroom activities for reinforcing numeracy concepts and language.. Numeracy, like fluency, does not have an end point; the multifaceted growth of numeracy is ongoing and must be explicitly taught and rehearsed in order to be sustained and developed and this workshop supports teachers from all content areas in taking on this task by recognizing that all students, including those acquiring foundational numeracy skills, can and must be engaged in higher order thinking, and that there are strategies teachers can rely on in helping students to do so.



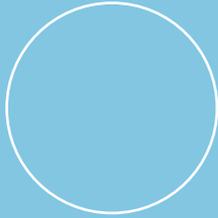
23 / Responsive Teaching: A Focus on Family Separation and Reunification

Being more aware of the social contexts that young people find themselves within can greatly enhance our ability to effectively support their ongoing academic success. Many of our students have experienced family separation due to immigration; this has an impact on our students at school and at home. It is important, as teachers of our students, that we are aware of this phenomenon, and to know that there are concrete examples of activities and strategies that can address this topic with students and colleagues. In this workshop, participants will learn about the topic of family separation and how it impacts students in Internationals schools. As well, participants will be exposed to numerous activities that can be used in the classroom and will have the opportunity to plan for ways to bring these ideas and strategies back to their own school and classroom.



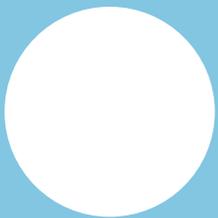
24 / Responsive Teaching: Building an Understanding of Unaccompanied Minors

Being more aware of the social contexts that young people find themselves within can greatly enhance our ability to effectively support their ongoing academic success. In this workshop, participants will investigate what it means to be an unaccompanied minor and how this reality can impact the lives of young people, both within and without our classrooms. Participants will also learn about and explore numerous ways to support students who are unaccompanied and strategies to build safe spaces for these (and all) students at our schools.



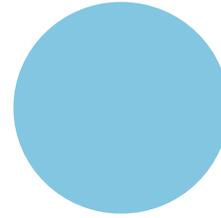
25 / Teaming: Interdisciplinary Team Development

The interdisciplinary team is a foundational element of many International schools. However, becoming a high-functioning team is not easy and requires ongoing practice and development. In this workshop, participants: experience, reflect upon, and apply structures and practices that foster adult learning, growth, and collaboration in support of ELL students; agree upon and set priorities for team structures and practices in alignment with Internationals core principles; and identify and recognize teacher-team and student collaborative activities that embody the One Learning Model for All core principle.



26 / Teaming: Content Team Development

Content teams and departments are central hubs of curriculum and project development across many International schools. How do these teams support one another and create a scope and sequence that truly scaffolds students learning over the course of their academic career? In this session, content teams envision the characteristics of successful students exiting their content program, rehearse the process of project and unit feedback protocols with those characteristics in mind, and examine the ways in which their own individual curriculums contribute to the logical acquisition of skills, language, and content over numerous years and grades. Participants will leave the workshop with numerous protocols for working together as a team and multiple lenses for anchoring their work moving forward.



27 / Two Types of Discussion: Developing Academic and Social Language through Socratic Seminar and Restorative Circles

Schools across the Internationals Network value circles as a powerful classroom process for community building and reflection. Likewise, many teachers use Socratic Seminars as a collaborative strategy for rehearsal of academic oral language and low-stakes development of content knowledge. While these two strategies can look somewhat similar, in practice they have vastly different purposes and requirements. In this workshop, participants will explore the implications of both. Participants will engage in a circle discussion to model how it can be used for community building and reflection, with a focus on how circles might be incorporated into the work ahead in their own classes. All participants will leave with a set of concrete resources related to running circles on their own as well. Participants will then read a journal text about language development, and will analyze the text's implications for their classrooms through a Socratic Seminar protocol. Participants will receive example documents from Internationals classrooms for facilitating Socratic Seminars with students.