

2016 Fall Professional Development Conference

Workshop Descriptions

Morning Workshops

1. ADAPTING TEXT FOR SLIFE AND STRUGGLING ELL READERS

Participants in this new workshop, designed by the Internationals Network for Public Schools, will explore the many different strategies for adapting text to make it more accessible for their low-literacy ELLs and Students with Limited or Interrupted Formal Education (SLIFE). Most of the workshop time will be spent in the practice of adapting a variety of texts and discussing the inherent challenges of this process. A final gallery walk at the conclusion of the workshop affords participants the opportunity to see how their colleagues adapted the same text in different ways.

2. BUILDING TRANSFORMATIVE SCHOOL COMMUNITIES FOR ELLS: STEPS TO DEVELOPING A RESTORATIVE JUSTICE SCHOOL

In this experiential workshop, participants will get to sit in a Circle and go through the different steps of the Circle process. Participants will also leave with a basic understanding of the key steps necessary to build a transformative school community for ELL's using Restorative Practices. The workshop will focus on the process of developing Community Principles or Core Values that will guide Restorative Justice work in schools.

3. CLIPS, CALENDARS AND CARD TELESCOPES. LET'S MAKE MATH FUN!

Need fresh math projects/activities ideas for your class? This workshop will get you to plan, collaborate and strategize in groups, while being hands-on with activities. Ready-to-use resources will also be available for all participants. Bring copies of an idea/project to share out in small groups. A laptop or electronic device to view documents and visit useful websites would also be helpful.

4. COMMON CORE ELA REGENTS PREP

Want to better support your students in passing the Common Core ELA Regents? Have a strategy that other teachers and students could benefit from? In this workshop, INPS English teachers will share everything from their most down and dirty templates and scaffolds to their most enlightened writing strategies for the Common Core ELA Regents. Teachers may sign up to receive information or they can volunteer to share resources.

5. CREATE DEBATE TO EDUCATE

In this workshop, participants will engage in a series of stations that demonstrate various ways to use argumentation and persuasion within an ELA curriculum. Examples include mini-debates connected to literary themes, free-write "rants," agree/disagree, etc. Participants will reflect on which skills are developed using the different strategies and then identify areas within their own curriculum where they can be used. Participants will also discuss best practices from their own classrooms. Finally, participants will review Part 2 of the ELA Common Core Regents and discuss how ELA teachers can support their students' growth in regards to writing argumentative essays.

6. DEVELOPING STUDENT VOICE THROUGH STUDENT LED TALKING CIRCLES

Are you interested in developing student voice through the use of circles? In this workshop, participants will engage in a student-designed and student-led circle around issues of race and then participate in a Q & A with both the student circle keepers as well as teachers who helped them through the process.

7. 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 English Language Learners. 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 can be 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 with the techniques expanded on in the other workshops.

8. GAMES + RIGOR IN THE ELL CLASSROOM

Do you have students who are afraid to participate in class when you're teaching something new? This workshop will cover different pre-, during, and post games to incorporate in the classroom when teaching new content and skills. These activities are fun and rigorous, but more importantly, they lower the cognitive burden and anxieties associated with learning new information. Participants will leave this workshop with different strategies and games they can use to engage even the most hesitant students!

9. GWPP NORMING

This workshop will provide teachers who have not had the opportunity to norm using the Internationals GWPP rubrics to evaluate student work of varying levels. Using the INPS anchor papers, teachers will have the opportunity to evaluate student work in their subject area and then compare their grades to the official anchor paper grade. Groups will then come to a consensus on the final grade. Participants will leave this workshop better prepared to evaluate students using the GWPP rubrics.

10. HERO GENESIS: UNDERSTANDING THE SECRET LANGUAGE OF COMICS

Participants will be introduced to the language and cultural code of the comic book universe and develop strategies to incorporate comics curriculum -across subject areas- into the classroom. The workshop will provide the opportunity to participate in an immersive exercise using comics to develop literacy and higher order thinking skills as well as discuss the potentials of comic book language strategies. This workshop can be attended as a stand-alone session or paired with the afternoon Hero Genesis session on comic books in the classroom to become a full-day workshop

11. HIGHER-ORDER THINKING IN PROJECT-BASED LEARNING FOR 9TH AND 10TH GRADES IN SOCIAL STUDIES AND SCIENCE

Participants in this workshop will have an opportunity to explore innovative ideas to design projects in science and social studies for Junior Institute students. Participants will discuss practical strategies and structures for designing projects that require higher-order thinking (HOT) over the course of a unit. Participants will see examples of complex, multi-step and well-scaffolded projects that are differentiated for students who are new to the English language or school in general. Participants will also practice converting activities from lower- order thinking

to relevant, real-world, higher-order thinking. As a culminating activity, participants will collaborate to design projects in their content area that are well-scaffolded as well as HOT!

12. HOW TO TEACH ELLS TO THINK LIKE HISTORIANS

What special skills do historians possess? How are they able to interpret events in their historical context? How can we teach ELLs to do the same? In this workshop, we will answer these questions and discuss how to engage students in historical thinking by using the tools of historians aided by scaffolding and differentiation.

13. MASTERY THROUGH DELIBERATE PRACTICE

Our students reach our math classrooms with diverse experiences under their belts. In order to engage in rigorous problem-solving, they must build their math skills toolbox. Learn how to support students in skill-building, in tandem with project work, in order to help them prepare for higher level math work and college readiness.

14. PUSHING DISCUSSION: MEDIOCRITIES TO SOCRATES

Do you find that when you ask higher-order thinking questions, the same five students always raise their hands? Are you looking for strategies to foster deep and reflective whole-class discussion? Do you aspire to become a teacher-facilitator rather than the expert in the room? Many teachers face these same issues and have found success with Socratic Seminars. In this workshop, participants will engage in the Socratic Seminar protocol together. From there, they will explore implementation and challenges in their various school settings.

15. QUANTITATIVE LITERACY

Quantitative literacy is and has been a huge part of societies but what exactly is it? How have we been using it? And how can we develop it in our students? These are some of the questions we will be exploring in this workshop.

16. STRATEGIC PROFESSIONAL DEVELOPMENT PLANNING

Participants will engage in a collaborative inquiry concerning how to strategically design, implement, and monitor a professional development plan. They will share experiences as participants in and creators of PD, analyze questions that administrators, coaches, and PD committee members should consider when designing professional opportunities, and begin to draft an ideal PD plan of their own.

17. 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.

18. THE MARSHMALLOW CHALLENGE: MEANINGFUL COLLABORATION FROM DAY ONE

Are you looking for meaningful ways to foster and support collaboration in your classroom? Are you struggling with making group roles meaningful inside projects? This session will provide an interactive way to introduce collaboration in your classroom, as well as authentic ways to foster it through meaningful group roles and grading practices.

19. USING ART TO SPARK QUESTIONING, INQUIRY AND DISCUSSION

This workshop provides participants with instructional techniques aimed at engaging students in questioning, discussion and inquiry around works of art and visual resources. Participants will be

introduced to a framework developed by the Astor Educators fellowship program at the Metropolitan Museum of Art, which they can use to develop art-centered discussion activities in any discipline.

All-Day Workshops

1. HISTORY SPEAKS (OR DOES IT?)!

An all-day workshop for history teachers about the production of history, how history silences voices, and how these concepts can be integrated into the classroom to create a more enriching and engaging curriculum. This workshop will focus on understanding how history is produced, how teachers can use primary and secondary sources to strengthen historical nuance, and whether we should teach thematically, chronologically, or neither. In the afternoon teachers will take a tour of Teddy Roosevelt's birthplace and consider what has been silenced in the story of Teddy Roosevelt.

2. IMOVIE AS A TOOL OF ENGAGEMENT

Have you been wondering about how to make your final projects more engaging? Then try iMovie! Participants will be exposed to ideas for formative and summative projects using iMovie software. They will also get a hands-on experience in creating an iMovie for use in the classroom.

3. THE SCAFFOLDING CYCLE

The Scaffolding Cycle, a framework for organizing project-based units and the activities within them, lies at the heart of this full-day workshop. After experiencing a simulation of a project-based unit's opening motivating activity, participants will unpack the various stages of this new backwards planning tool to understand how best to organize the various stages of a project-based unit. Participants will apply their learning by using the Scaffolding Cycle to backwards plan the skeletal framework for a sample project-based unit in their discipline.

Afternoon Workshops

1. AMAZING ANNOTATIONS

Are you looking for a strategy that helps students read to learn, not just learn to read? In this workshop, participants will learn about the annotation strategies that the 11th grade Inquiry team at PAIHS-Elmhurst developed from examining student work. Participants will be introduced to the annotation guide, learn how to use it, and discuss the various ways it can impact the classroom and student ability to comprehend texts. Annotations are amazing!

2. BUILDING PROBLEM-SOLVING AND COLLABORATION SKILLS THROUGH BIKE MECHANICS AND CYCLING

Opportunities for collaboration, language development, and problem-solving arise when students learn with their hands. In this workshop you will learn about the IHS-US Bike Club and the partnerships that have made this program a possibility, as well as some basic bike maintenance! Workshop participants will come away with ideas about how mechanics and cycling can support students in the classroom and how to start a program in their own school.

3. 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.

4. COLLEGE ACCESS TO COLLEGE COMPLETION

How do we work together as a team to assist our students gain access to colleges that support their college success? Which institutions of higher education provide the appropriate services for our students to complete college? In this session, facilitated by Internationals' Manager of College Readiness, participants will have the opportunity to learn more details about the variety of supportive college programs available for their students and share best practices from their own experiences about colleges that meet the needs of our International High School students.

5. CREATING FOUNDATIONAL NATIVE-LANGUAGE (SPANISH) LITERACY MATERIALS FOR SLIFE AND UNSCHOOLED STUDENTS

This workshop centers on the creation of foundational native-language (Spanish) literacy materials for SLIFE who have little or no native-language literacy. Participants will learn how to identify target native-language areas of need and how to use this information to create materials that are both age- and level-appropriate. Tutorials involving a variety of computer programs and materials will show participants how they can create resources specifically designed for the native-language needs of their schools' SLIFE populations.

6. ENHANCING AN UNDERSTANDING OF UNACCOMPANIED MINORS

What does it mean to be an unaccompanied minor? In this workshop, participants will not only answer this question, but 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.

7. FEEDBACK ON GWPPS

Do you have a great idea for a GWPP project but need some support in the planning process? Do you have your GWPP unit plan ready but would like some fresh eyes to give you feedback? Then come to the GWPP feedback workshop session! In this workshop, participants will give and receive feedback on their own GWPP projects using a quick and efficient triad protocol and the INPS GWPP checklist. In addition there will be time allotted to immediately incorporate feedback and revise projects.

8. FUND FOR TEACHERS

"Through a Fund for Teachers grant, individual teachers or teacher teams can receive up to \$5,000 and \$10,000 respectively, for projects designed to create enhanced learning environments for teachers, their students and their school communities. In this workshops, participants* will explore the components of a well-written proposal, and begin to draft their own.

- a. Teachers applying for the grant must meet the following requirements: 1) Spend at least 50% of their work week in direct classroom instruction, 2) Return to the classroom in the consecutive school year, and 3) Will have at least three years experience as a preK-12th grade teacher at the end of the school year"

9. GREAT MINDS THINK DIFFERENTLY

This workshop module 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. In supporting English Language Learners to access the Common Core State Standards, the workshop emphasizes the importance of providing students with the same level of complexity in curriculum even though they may not be able to achieve the same level of difficulty as their native English speaking peers. Participants will also receive a resource guide with 14 activities for differentiation and accompanying curriculum showing how those activities are incorporated.

10. HERO GENESIS: WORLD BUILDING AND CREATING SECRET ORIGIN COMICS

Participants will use world building comic book strategies to develop collaborative project-based Secret Hero Origin stories. The workshop will explore models of Secret Hero Origin Comic stories to understand hero archetypes and how comic book language can be used to build empowerment narratives. Participants will have the opportunity to create a short origin story comic in a collaborative project format. This workshop can be attended as a stand-alone sessions or paired with morning Hero Genesis session on comic books in the classroom to become a full-day workshop.

11. HOCHMAN WRITING STRATEGIES & WRITING IS THINKING

Participants will be introduced to various writing and language development interventions for students in the form of Hochman Writing Strategies. These strategies can be utilized across academic disciplines in varying applications and combined throughout the course of rigorous projects, such as essays, lab reports, and PBAT's to enhance student writing. We will present examples of various writing strategies ranging from the sentence to paragraph level as well as techniques to combine them within content based classroom activities. Participants will be offered time to discuss and creatively consider how these strategies may be incorporated into their own disciplinary work. Lastly, we will briefly discuss the Writing is Thinking methodology of closely examining student written work through interdisciplinary curriculum planning.

12. INTERDISCIPLINARY PROJECTS: TEACH THE WHOLE ENCHILADA - NOT JUST THE BEANS

Interdisciplinary projects are a natural extension of deeper learning, forging connections between disciplines, language acquisition, and community building. And anyone can do them! In this workshop we will explore successful interdisciplinary projects, navigate the literature that supports their use, and help guide you (and a friend - bring a planning colleague with you!) towards your next interdisciplinary blockbuster!

13. MENTORING: HELPING STUDENTS PREPARE FOR PORTFOLIOS THROUGH A POSITIVE AND PRODUCTIVE MENTORSHIP.

Mentoring may look different at every school, but there are best practices that help students prepare for their portfolios. Through building a positive and productive mentoring relationship with your mentee you can learn about them as an individual, support their academic and emotional growth, and help them prepare for their presentations. In this workshop we will discuss best practices for mentoring, engage in various simulations, and walk away with new tools to make mentoring a memorable experience for both the teacher and the student.

14. PBATS AS A TOOL FOR NEXT GENERATION SCIENCE STANDARDS 3-DIMENSIONAL LEARNING

This workshop will explore how NGSS three dimensional learning supports PBATs. Teachers will gain a deeper understanding of the shift to NGSS and 3-dimensional learning model and examine current practices for alignment with the new standards. We will share how students engage in three dimensional learning using PBATs, shifting the learning focus from memorizing content to discovering natural phenomena and designing solutions to real-world problems.

Scaffolds will be shared that help order and guide inquiry and scientific investigation and meet students at their varied levels. Additionally, there will be a focus on language and content integration through authentic assessment tools. Participants will learn how to embed content through a project lens to provide memorable learning.

15. PHYSICAL EDUCATION ACTIVITIES - A PE SHARE OUT AND PRACTICE

Come share best practices with other Physical Education Teachers! Participants will engage in physical activities (tag games, target games, lead up games, cooperative games, interdisciplinary activities, etc.) that support students in developing the skills for increasing physical fitness and health. Participants will also share and discuss activities from their own schools. Participants will leave this workshop with a toolbox of activities for implementation.

16. TEACHING MATH WITH COMPUTER PROGRAMMING

Learn to teach algebra through functional computer programming! This workshop will provide an introduction to the thoughtfully designed Bootstrap curriculum and how it can be incorporated into the international classroom. Participants will discuss classroom implementation, see samples of student work, and even learn to write some code to design and draw flags from various countries.

17. THE MANY FACES OF LEARNING STATIONS: TOOLS FOR LANGUAGE DEVELOPMENT AND DEEPER MATHEMATICAL UNDERSTANDING

How can we use learning stations effectively to foster both language development and deeper conceptual understanding in mathematics? In this workshop, participants will actively engage in structured mathematics lessons using different versions of learning stations. Each station is designed to support students in acquiring academic language, conceptual understanding, and a higher level of procedural mastery in mathematics. Rubrics, instructions and templates will be made available to participants. The workshop will culminate in participants planning learning stations that they can implement in their own classrooms.

18. WANT TO KNOW YOUR STUDENTS? KNOW THEIR CULTURE!

As teachers, our priority is to support our students' success and that requires more than teaching. Knowing our students culturally and emotionally helps us create a safe and unbiased learning space in our classroom. In this workshop facilitated by a teacher from Yemen and another from Bangladesh, participants will gain a better understanding of the educational systems, cultural norms, and expectations of two countries that many students come from. Participants will learn about the research conducted by the facilitators, as well as their own personal and professional experiences from surveying and teaching Yemeni (Middle Eastern) and Bengali (South Asian) students. Participants will also share their own experiences regarding their diverse classroom cultures. Through discussions and readings participants will develop a better understanding of students' cultures. Participants will walk away with a shared understanding that will serve as a tool for an unbiased, culturally sensitive and successful learning environment in any content area.