Catapult Learning

2011-12 Catapult Learning Professional Development Workshop Series

CATEGORY	WORKSHOP NAME	DESCRIPTION
COMMON CORE	Introduction to the Common Core	This workshop will provide an overview of what the Common Core State Standards are all about and what implications they might have for your instructional practices in the classroom. Participants will have an opportunity develop standards-based activities and assessments that are directly aligned with key, grade-level standards.
COMMON CORE	ELA and the Common Core (K-6)	The new Common Core Standards are clear – all teachers are teachers of literacy. In this workshop participants will learn about the design and organization of the K-5 ELA standards and the implications of those standards for curriculum development. Participants will develop standards-based activities and assessments that are directly aligned with key, grade-level standards.
COMMON CORE	Math and the Common Core (K-8)	This workshop explores what the Common Core Standards have to say about math instruction – focusing on the skills we commonly associate with Language Arts – reading, writing, and speaking -- and how these will play an increasingly important role in the math classroom. It also explores the implications of these shifts for what is taught, how it's taught, and how students' learning is assessed.
LITERACY	Supporting Beginning Readers (PreK-3)	Phonemic awareness, phonics, fluency – three of the five pillars of reading instruction that are critical to early reading development – are explored in this workshop. Participants will learn a variety of techniques to support their students' development in these three areas, and will leave with a plan for implementing an integrated approach in their classrooms.
LITERACY	Building Academic Vocabulary in the K-8	Classroom – What constitutes "academic" vocabulary? Why is it gaining so much attention? How does it relate to the development of critical thinking and comprehension? What can teachers do to develop it? These are all questions that will be explored in this workshop. Participants will learn research-based approaches to vocabulary instruction and will leave with activities that reflect such approaches and can be applied across all content areas.
LITERACY	Supporting Emergent Writers (K-3) Parts I and II	This workshop focuses on the developmental stages of early writers and the importance of writing for K-3 students. Participants will explore the process of early writing and strategies, tools, and techniques to use in the classroom.
LITERACY	Supporting Developing Writers (4-8) Parts I and II	This workshop focuses on the characteristics of writers in grades 4 through 8, who are building the craft of writing, while also being expected to use writing across the curriculum to demonstrate their thinking and their growing knowledge base. Strategies, tools, and techniques for creating a writing-friendly environment and for embedding writing instruction throughout the curriculum will be explored and practiced.

CATEGORY	WORKSHOP NAME	DESCRIPTION
LITERACY	Tools and Techniques for Teaching Reading (K-8)	In the past decade, significant insights have been gained about how to teach reading. Participants will leave this workshop with a variety of tools and techniques to support the growth of their students as readers.
LITERACY	Strategies for Reading Comprehension (K-8)	Essential strategies for comprehension are identified and modeled in this workshop. Emphasis is placed on developing students' ability to create meaning from a variety of texts. Participants will leave with a unit, lesson, and activity plan for one of the essential strategies.
LITERACY	Writing Across the High School Curriculum	Although there is general agreement that high school students need to be developing their writing skills in all their classes, many high school teachers have no training in the teaching of writing, and find it difficult to integrate writing into their already packed class time. This workshop provides an overview of the writing process, provides some techniques for incorporating writing tasks into every discipline, and equips teachers with a framework for assessing writing.
LITERACY	Reading Across the High School Curriculum	Many students are entering high school without the skills needed to understand the average textbook. Teachers in all disciplines are finding it difficult to meet the needs of these students while ensuring they grasp the requisite content. This workshop provides participants with a toolkit of basic reading techniques designed to help their students understand what they read at a level that allows for critical analysis.
MATH	Instructional Strategies for the K-8 Math Classroom	In this workshop participants will explore best practices in math instruction, and learn and experiment with a variety of tools, techniques, and approaches for teaching math.
MATH	Making Problem Solving the Focus of Instruction	What does "teaching for understanding" look like in math class? How do we ensure that all students see themselves as "doers" of math? This workshop explores the kinds of flexible approaches and problem solving methods that today's students need to develop and what teachers can do to help develop their students' problem solving abilities.
INSTRUCTIONAL STRATEGIES	RTI: A Framework for Instruction (K-8)	Why is it being emphasized? What are the implications of RTI for the classroom teacher? This workshop explores the roots of RTI as well as what it means for educators and their students. With a focus on reading and math, participants will leave with an understanding of the what, why, and how of RTI, the criticality of differentiated instruction to RTI, as well as specific tools and techniques for planning Tier I and II instruction.
INSTRUCTIONAL STRATEGIES	RTI: What Is It? (K-8)	This workshop provides an introduction to, and rationale for the implementation of RTI. In addition, participants will explore how differentiation is fundamental to RTI.
INSTRUCTIONAL STRATEGIES	Inquiry-Based Learning (K-8)	Increasing student engagement and developing critical thinking are levers for making interesting questions the basis for curriculum design. Participants will explore the characteristics of project and problem-based learning, integrated curriculum, backward planning, and the use of essential questions, and how each of these supports students learning through inquiry.

CATEGORY	WORKSHOP NAME	DESCRIPTION
INSTRUCTIONAL STRATEGIES	Interactive and Engaging Teaching Strategies (K-8)	This workshop introduces a variety of strategies for engaging students in the learning process. Participants will discuss guidelines for establishing and maintaining an "active" classroom, and will leave with easy-to-implement activities and ideas to use with their students.
INSTRUCTIONAL STRATEGIES	Differentiation: Getting Started (K-12)	What exactly is differentiation? Why is it so important? How is it done? These and other typical questions are discussed and explored in this introductory workshop.
INSTRUCTIONAL STRATEGIES	Differentiation: Moving Forward (K-12)	To successfully differentiate on the basis of content, process, and product, teachers need a wide range of instructional strategies. In this workshop participants will learn how to create "instructionally responsive" classrooms and explore the mixture of strategies needed to do so.
INSTRUCTIONAL STRATEGIES	The Differentiated ELA Classroom (K-4) (5-8)	How does one take basic knowledge of what it means to differentiate and tailor it to the ELA classroom? In this workshop, participants will build on their existing knowledge of differentiation and explore ways to ensure that all their students are capable of engaging in the types of literacy activities that are characteristic of today's world. Teachers will experiment with specific approaches to assessing, grouping, and tiering ELA lessons and activities.
INSTRUCTIONAL STRATEGIES	The Differentiated Math Classroom (K-4) (5-8)	Too many students leave school believing that math is something only some people can do. Helping all students develop their capacity to do math involves differentiation. In this workshop participants will build on their existing knowledge of differentiation and explore how to structure their classrooms and curriculum to meet the needs of all students.
INSTRUCTIONAL STRATEGIES	Differentiation in the Multi-age Classroom: An Overview for Principals (K-8)	This workshop focuses on what school administrators can do to support differentiation in multi-age classrooms. Learning styles, formative assessments, inquiry-based learning, and other aspects of differentiated instruction are explored.
INSTRUCTIONAL STRATEGIES	Data Driven Decision Making: Getting Started(K-12)	Data can be our best instructional tool, IF teachers and schools have a system for collecting, accessing and analyzing it; and if the data collected is meaningful and valid. This 3-hour introductory workshop explores what constitutes data driven decisions, and how to establish an effective data driven instructional system. Participants will reflect on their current beliefs about and commitment to data-driven decision-making, and will examine changes that may be needed to establish an effective data-driven instructional system.
INSTRUCTIONAL STRATEGIES	Data Driven Decision Making: Moving Forward (K-8)	Participants will review the essential building block of clear learning goals, focus on creating assessment plans that support worthwhile learning goals, and practice developing instructional activities that allow for ongoing data collection and assessment of individual student progress.

CATEGORY	WORKSHOP NAME	DESCRIPTION
INSTRUCTIONAL STRATEGIES	Note Taking in the HS Classroom	Most high school teachers assume that note taking skills should have been learned in elementary school and may find students' lack of ability in this area frustrating. This workshop introduces teachers to a variety of tools and techniques to develop their students' ability to discern what is important in a text, and to capture key ideas for future reference. Two versions of this workshop are available – one for Science and Math teachers and the other for Humanities (English and Social Studies) teachers.
INSTRUCTIONAL STRATEGIES	Classroom Management: Strategies for Developing a Behavior Management Plan (1-8)	Participants will explore research on why behavior management plans work, learn key components of behavior management plans, and review/practice strategies for implementing plans in the classroom. Participants focus on creating and enforcing positive behavior through appropriate consequences and positive recognition.
INSTRUCTIONAL STRATEGIES	Classroom Management: Behavior Interventions in the Classroom (1-8)	This workshop builds on the topics introduced in Classroom Management: Strategies for Developing a Behavior Management Plan. Participants learn about the attitudes that contribute to escalation and de-escalation in student behavior, components that contribute to student behavior escalation, and remediation strategies. Tools and techniques for setting limits will be explored as will how to intervene during particularly difficult situations.
INSTRUCTIONAL STRATEGIES	Maximizing Instructional Time	This workshop explores the whole notion of "time on task," and the kinds of active learning strategies teachers can incorporate to ensure that classroom time is used productively.
STEM	Introduction to STEM: Inquiry Based Learning Part I and Part II (K-5, 6-8, 9-12)	Teachers will explore ways to use inquiry-based methods to engage students in investigating the world around them. Teachers will learn how to develop strategies for STEM activities linked to course curriculum. Participants will understand how to facilitate inquiry-based learning as part of regular instruction and engage students in experiential and discovery-based learning.
STEM	Incorporating STEM: Embedding Technology Part I and Part II (k-5, 6-8, 9-12)	Teachers will learn how to incorporate project-based learning strategies and technology into instruction by employing prototyping as a strategy to create, test, and refine ideas and strategies. Participants will explore how to leverage technology in the instruction and practical application of literacy, math, and science lessons and challenge students to apply scientific principles to real-world problems.
TECHNOLOGY INTEGRATION	Using the Internet to Enhance Instruction (K-12)	This workshop explores various internet-based tools and techniques that can be used for instruction and assessment, as well as active student engagement both inside and outside the classroom.

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TECHNOLOGY INTEGRATION	E-Teaching With Your Interactive Whiteboard (IWB) (K-12) –	Whether you use a SMART, Promethean, or other brand of IWB, this workshop will help you learn tools and techniques for using the IWB as more than just a presentation tool. Participants will leave with approaches and activities that integrate the use of the IWB in a meaningful and purposeful way.
BULLYING	Bullying: On the Schoolyard and Beyond	Bullying behavior exists in the best of schools, but it's not enough to simply acknowledge the problem exists. In this 3-hour workshop participants will explore the following questions: • What constitutes "bullying" in today's environment? • How will I know that bullying is occurring? • What actions can I take to deal with it? • What can I do to prevent it? Participants will examine how statutes and case law influence their existing anti-bullying policies and practices, and how to modify or create policies that can be upheld – especially in the area of cyber-bullying.
TEACHER COLLABORATION	Developing Effective Grade Level Teams	We all have heard about the value of collaboration and working as a team, but how do you go about creating a team that is productive and helps achieve results? In this session participants will learn about the skills that are needed for successful collaboration, and how to ensure that teamwork is sustained and leveraged, even when team members change.
TEACHER COLLABORATION	Building a Professional Learning Community	For school-wide change to take hold, teachers must be actively involved in the process, communicating and collaborating to achieve results. For some time now, professional learning communities (PLCs) have been recognized as an effective way of achieving this. This introductory workshop addresses the what, why, and how of establishing a PLC. Participants will gain tools and techniques for creating shared goals, developing a structure for working together, and devising ways to monitor results.
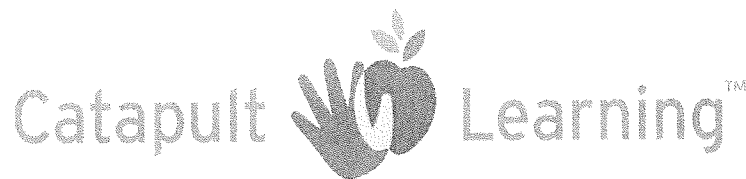
School-Based Coaching

Catapult Learning Coaches promote a knowledge base of effective strategies; assist teachers by demonstration and modeling; practice strategies and provide feedback through peer coaching; plan with teachers; facilitate on-site in-services and workshops; collaborate with principals and school support organizations, and participate in on-going and sustainable professional development.

Instructional Coaching Model

The rationale for instructional coaching is that of all the forms of teacher professional development, mentoring is the most effective. Research from Joyce and Beverly Showers has shown that when teachers participate in standard in-service models, they apply less than 20% of their learning back in their classrooms. (Showers, Joyce & Bennett, 1987; Showers & Joyce, 1995.)

The coaching model is successful because it provides strategies for teachers and administrators to work with students from diverse backgrounds and academic needs. Catapult Learning Coaches provide support to teachers through a cycle of pre-observation, observation, and post-observation feedback.

Coaching Best Practices and Strategies

As Master teachers, Catapult Learning Coaches understand the importance of, and the selection of, dynamic instructional strategies during the planning of a lesson. They guide teachers to select instructional strategies that take the school, students, and content into consideration. These strategies include Marzano's 9:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

Extending beyond Marzano's 9, coaches utilize other instructional strategies such as discussion, decision-making, book talks, grouping, literature circles, questioning techniques and problem solving. Questioning techniques focus on Bloom's Taxonomy.

Teachers become cognizant of level/s of questioning, and cue words, which identify the specific level: knowledge, understanding, application, analysis, synthesis, and evaluation. Through careful consideration of the instructional strategies used within a lesson, students can make stronger connections to better understand the material.

Highly Qualified Catapult Learning Coaches

Catapult Learning Coaches are highly qualified and possess years of experience working with struggling students and their teachers to improve achievement. Catapult Learning's on-site Professional Development Coaches assist faculty members during regularly scheduled school days (or at other times as appropriate). Our Coaches are experienced educators with advanced training in technology literacy, curriculum, and instructional strategies.

In addition to assisting teachers as they apply learning principles from workshops, coaches may utilize some of the following strategies: teacher consultation, teacher reflection (attitudinal survey), modeling workshops, informal observation, post-observation feedback, or consultation with teacher and/or principal. Catapult Learning Coaches incorporate technology training throughout workshops using a variety of presentation and online tools.

Catapult Learning recommends three coaching days. Catapult Learning will collaborate with school leadership to determine the most effective schedule for these days and to identify the teachers to participate the coaching program.

Teachscape *Walk*

Adapting Classroom Practices to Improve Student Achievement

Easily gather, understand, and act on classroom data
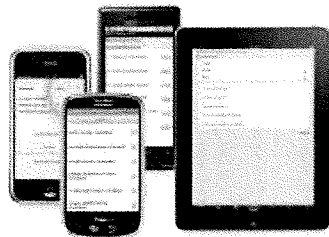
Teachscape *Walk* is a handheld-based tool that provides an easy-to-use data collection, analysis and reporting system for brief, targeted classroom observations. Teachscape *Walk* enables instructional leaders to get a snapshot of what is happening in the classroom by quickly and easily collecting evidence of instructional practice, and enables principals and instructional leaders to review updated data and run powerful reports to help identify trends and patterns.

The Teachscape *Walk* innovative data collection and reporting technology, combined with Teachscape's seven-stage classroom walkthrough research-based process, provides a framework for reflective discussions, data analysis, action planning, and program monitoring. This methodology helps instructional leaders continuously improve and adapt classroom practices to increase student achievement.

Teachscape *Walk* and the Classroom Walkthrough process accelerate improvement

- Gather key data about teaching practice
- Create reports and analyze data to measure progress against gains
- Identify trends and patterns in teaching
- Increase student achievement through school-wide collaboration on improved teaching and learning

Various Data Collection Methods

The Easiest Way to Collect, Share, and Act On Classroom Walkthrough Data

With Teachscape *Walk,* you can collect classroom observation data using various handheld devices as well as tablets, desktops, and laptop computers. Teachscape *Walk* supports more wireless devices than any other classroom walkthrough product in the industry:

- Droid
- BlackBerry
- iPad
- iPhone
- iPod touch
- Netbooks

Teachscape *Walk* includes a standard set of look fors based on leading research for effective instruction. Because every educational setting is unique, look fors can be added, created, and customized to address a district's specific needs.

Standard look fors:

- High Yield Strategies (Marzano, Pickering, & Pollock)
- Bloom's Taxonomy
- Student Engagement (Schlechty)
- Instructional Methods and Resources
- Learning Environment
- Differentiation (Tomlinson)

Other available look fors:

- Math
- Reading
- ELL
- Pre-K
- Framework for Teaching (Charlotte Danielson)
- Higher-Order Thinking Skills (Great Books Foundation)
- Catholic Identity

Powerful Reporting Tools Promote Focused Dialogue

Teachscape *Walk* allows you to easily create various reports to analyze walkthrough data, providing a springboard for reflective dialogue in your school community. Teachscape *Walk* enables you to build your custom reports or use existing reports in the system, including grade and subject comparison, trends, and aggregate reports for a school, region, or district. The simple interface makes it easy to create and share detailed classroom walkthrough reports.

Catapult Learning proposes to present a four-day training session to explore strategies for differentiating instruction within classroom Writer's Workshops to support academic growth for all students, including those with special needs. Classroom Writer's Workshops allow students to work at their own pace, while providing multiple pathways for progress towards higher-level literacy achievement. All students benefit from direct instruction in one-to-one conferences and in small groups, as well as from belonging to a community of learners.
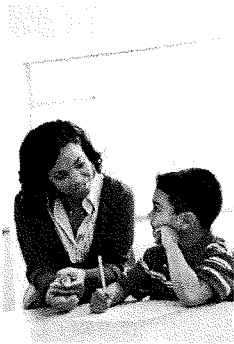
Our highly interactive, hands-on 4 day workshop will provide participants with an overview of state-of-the-art ideas on Writer's Workshop and how to effectively implement it in classrooms (especially when working within tight time frames!) Participants will leave with an understanding of the logic behind the curriculum, methods, and structures that make up Writer's Workshop. Over the course of the 4 days, teachers will co-create a packed starter kit of materials and methods to begin the school year with a strong start and establish a productive environment that will build a foundation for the entire year. Teachers will ultimately gain a sense of control and perspective in the teaching of writing – including how to establish priorities, avoid the biggest problems, launch structures that will serve students well, and learn where to efficiently access the information needed to sustain the year. Teachers will exit the workshop with an easy-to-follow plan for mini-lessons across a range of units, texts to use to support students, and with trustworthy ideas on managing productive Writer's Workshops.

Beginning Level Writer's Workshop

- This beginning level institute will focus on:

- Routines and Procedures to Establish Writing Workshop

- The Writing Process (and how to differentiate it for students at different levels of writing ability)

- Tools to Use in Writers Workshop

- Developing Curriculum and Units of Study in Writers Workshop

- Developing Learning Plans to support individual learners

- Creative (and effective!) differentiation techniques

- Strategies, strategies, strategies for supporting ALL learners

- Ways to make your teaching STICK

- Common problems (and lots of solutions!) writers struggle with

- Creating your own writing notebook and writing folder

- Creating your own Conferring Toolkit to be used when working with individual students and small groups