



Genesee Region & Tri-County Teacher Centers' 2016 Summer Professional Learning Catalog

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All Teacher Center registrations are located on one of the Teacher Center Websites. Please follow the link at the end of the descriptions. Please contact your individual districts as to stipend or PD credit. You will receive a certificate of participation at the end of the sessions you participate in. It is your responsibility to complete your district's requirements. Register soon so sessions do not close out. **Sessions without a minimum number of participants by May 26th will be cancelled.** An updated catalog will be posted on each Teacher Center Website in case workshop locations change. As a courtesy to our presenters please email your Teacher Center if your ability to attend the workshop changes.

Nancy Stauber and Juli Severson are supervising the summer program. Please contact them with questions or cancellations by using the following contact information:

Nancy Stauber-nancyastauber@gmail.com cell number: 585-813-4065

Juli Severson jseverson912@gmail.com phone: 585-335-2064 cell number:
585-322-2525

Workshop Locations

Avon: 191 Clinton St., Avon, NY 14414

Batavia-Robert Morris School: 80 Union St. Batavia NY 14020 across from the football field. Please enter at the corner door.

Caledonia: District Office Conference Room, 99 North St., Caledonia, NY 14423

Geneseo: 4050 Avon Rd., Geneseo, NY 14454

GVEP: 80 Munson St., Le Roy, NY

Pavilion:7014 Big Tree Rd. Pavilion, NY 14525

Google Apps for Education-Basics (6hrs)

Are you currently using or preparing to use Google Apps for Education? Do you want to learn how to use these tools for yourself, with your colleagues, or with your students? Come spend some time with two Google Certified Educators to learn the basics of using Gmail, Google Drive, Google Docs, Google sheets, Google forms and Google Slides. We will teach the necessities of utilizing these tools in your classroom and help you explore some of the basic functions that they offer! Find out how to use these tools to increase student engagement, connect/collaborate with colleagues, and simplify what you do.

1. **Know:** Teachers will know the basic features of GAfE tools including: Drive, Docs, Gmail, Sheets, Slides, and Forms. Our focus will be determined by those who attend. We want to answer your questions and help you with what you need.
2. **Understand:** Teachers will understand which GAfE tool would be useful in different situations to increase student achievement and engagement and/or for teacher productivity. Many ideas and examples will be shared for uses K-12.

3. Be Able To Do:

Google Drive: Create folders, adjust sharing settings, and manage organization.

Google Docs: Create docs, collaborate within a doc, and use basic useful features.

Gmail: Organize, create folders, and manage contacts.

Sheets: Collect/share student data, present or collect data with students, create basic charts/graphs, and use basic useful features.

Slides: Create presentations, insert images and video, and collaborate.

Forms: Create forms to use with students, parents, or colleagues and retrieve data/information collected.

*We are open to covering more topics based on needs of those attending, but these skills are our starting point.

4. **What prerequisite knowledge/skills do teachers need?** Teachers should have access to their own Google Apps for Education account. Many of these features can be accessed with a personal account as well.

Date: Tuesday, June 28th **Facilitators:** Erin Weingaertner & Jonny Zacharias from Geneseo Schools

Location: Geneseo Elementary School **Time:** 8:00-3:00

[Register Here](#)

Google Apps for Education-Beyond the Basics(6hrs)

Are you currently using Google Apps in your classroom and ready to do something more? Come spend a full day with two Google Certified Educators. We will be diving deeper into Google Docs and Google Sheets as well as spending time working with Google Drawings, Google Classroom, Chrome and YouTube. We will introduce you to extensions and add-ons. Find out how to get the most out of these apps to increase student engagement, connect/collaborate with your colleagues, and to simplify what you do.

The use of GAfE tools can be utilized across content areas and disciplines. The range of tools can be used by teachers and students to meet the needs of any curricular demand. Teachers will be learning to use a range of tools and will be able to apply them with their students in any content area.

As a result of the workshop teachers will:

1. **Know:** Teachers will know about a wide range of GAfE tools and features beyond the basics including: Classroom, Docs, Sheets, Drawing, Chrome and Forms. We will also introduce add-ons and extensions to help expand your use of these tools. Our focus will be determined by those who attend. We want to answer your questions and help you with what you need.

2. **Understand:** Teachers will understand which GAfE tool would be useful in different situations to increase student achievement and engagement and/or for teacher productivity. Many ideas and examples will be shared for uses K-12.

3. Be Able To Do:

Google Classroom: set up a class, create assignments, link templates from Docs, Slides, and Drawing, and grade assignments

Docs: Creating hyperdocs for students and introducing add-ons to increase productivity and usefulness.

Forms/Sheets: Use add-ons to increase productivity and usefulness.

Chrome: Use extensions to increase productivity and usefulness.

YouTube: Create playlists, upload video, and using along with many other apps.

Use all of the Google Apps for Education with students K-12.

4. **What prerequisite knowledge/skills do teachers need?** Basic understanding of GAfE tools and access to their own GAfE account.

Date: Wednesday, June 29th **Facilitators:** Erin Weingaertner & Jonny Zacharias from Geneseo Schools **Location:** Geneseo Elementary School **Time:** 8:00-3:00

[Register Here](#)

All About Smart-Using and Creating (3hrs)

Teachers will:

1. **Know:** Teachers will know how to use smartboard tools and to create activities for students to use.

2. **Understand:** Teachers will understand what the tools on the Smart Board are used for.

3. **Be Able To Do:** Teachers will be able to use a SmartBoard in class and create activities.

4. **What prerequisite knowledge/skills do teachers need?** None

Date: Monday, July 11th **Facilitator:** Mary Alice Panek from Pembroke Schools. **Location:** Pavilion Elementary **Time:** 8:30-11:30 [Register Here](#)

Classroom Sensory Differentiation For All Kids-Beyond the Sensory Diet (6 hours)

As a result of the workshop what might teachers:

1. **Know:** Teachers will know how sensory dysregulation negatively impact the learning environment including learning, socialization and emotion and behavior control in the classroom.
2. **Understand:** Teachers will understand that sensory dysregulation impacts approximately 1 in 6 students in our classroom which impacts a child's academic and social success. Teachers will also understand how to use sensory strategies to meet RTI needs in the classroom.
3. **Be Able To Do:** Teachers will be able to participate in a variety of interactive sessions to demonstrate how sensory strategies can be effectively implemented in the classroom. Participate in research based dialogue, reflection, planning and interactive activities. Leave with a plan to begin implementing a sensory differentiated classroom. Create a differentiated learning environment where children's sensory needs are understood and met.
4. **What prerequisite knowledge/skills do teachers need?** None.

Date: Wednesday, July 13th **Facilitator:** Nancy Stauber **Location:** Pavilion Elementary **Time:** 8:00-3:00 [Register Here](#)

Assessment: Reacting to Student Work

1. **Know:** Teachers will know how to utilize assessment tools appropriately to foster meaningful instruction.
2. **Understand:** Teachers will understand that assessment is central to the success of a positive classroom environment. Teachers will discuss the needs of assessment in various forms.
3. **Be Able To Do:**
 - Understand a range of authentic assessment tools appropriate for building instruction, and integrate those you find useful into your assessment procedures.
 - Consider ways to involve parents and students in assessment processes.
 - Use self-assessment strategies to support your professional growth.
4. **What prerequisite knowledge/skills do teachers need?**

Teachers will need to reflect to prior classroom settings and be prepared to share how they have used assessment data in their daily lessons and activities.

Date: Friday, July 15th **Facilitators:** Lori Rider and Tara Schneider from Avon Schools **Location:** Avon Middle School Computer Lab **Time:** 8:00-3:00 [Register Here](#)

Motivating & Engaging Students (6hrs)

Using technology, pop culture, and friendly competition, engage your students to review and teach your lessons. Students remain engaged and involved in these fun lessons, while achieving the lesson objectives. Students relate to the material and have a blast while learning!

Teachers will:

1. **Know:** Teachers will know highly effective ways to motivate and engage students in math
2. **Understand:** Teachers will understand how technology can engage and motivate students in a fun and competitive manner
3. **Be Able To Do:** Teachers will be able to create interactive lessons using SMART, Promethean, or other supported technology. You will create fun and engaging lessons.
4. **What prerequisite knowledge/skills do teachers need?** Basic computer skills. **Bring Your Own Device**

Date: Monday, July 18th **Facilitator:** Arron Brown from Pembroke Schools. **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8-3 with 1 hr. Lunch [Register Here](#)

Newbie to GAFE? Crash Course in Google Apps for Education (6hrs)

1. **Know:** Teachers will know how to use a number of features of Google Apps for Education (GAFE).
2. **Understand:** Teachers will understand how to successfully use basic GAFE. From the session they will know how to plan instruction that is blended and student centered.
3. **Be Able To Do:** Teachers will be able to maneuver and organize their Google Drive, understand how to use Google Calendar, Slides, Docs and Classroom. Teachers will be able to create new Docs or Slides for use with student instruction while setting up their own Classrooms. They will also learn how the SAMR model connects to instructional practices.
4. **What prerequisite knowledge/skills do teachers need?** Teachers require their own Google Apps for Education login and password from the district(s) they work with. Participants **“Bring Their Own Device/BYOD” to the session.**

Date: Tuesday, July 19th **Facilitator:** Jen Bertrand from Le Roy Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8:00-3:00 1hr. lunch [Register Here](#)

“Level Up” with Google Apps for Education (6hrs)

1. **Know:** Teachers will know how to use a number of features of Google Apps for Education (GAFE).
2. **Understand:** Teachers will understand how to use different features of GAFE to enhance student collaboration and create an environment of student centered and blended instruction.
3. **Be Able To Do:** Teachers will be able to use Google Forms and add-ons such as *Flubaroo* for student assessment, communication and records managements. Teachers will also be able to start creating their own Google Site with a focus of their choosing.
4. **What prerequisite knowledge/skills do teachers need?** Teachers require their own Google Apps for Education login and password from the district(s) they work with. This session would be best for participants who have been using GAFE in their classroom or are familiar with Google Drive, Slides and Docs; a solid understanding of GAFE would be beneficial. Participants **“Bring Their Own Device/BYOD” to the session.**

Date: Wednesday, July 20th **Facilitator:** Jen Bertrand from Le Roy Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8:00-3:00 [Register Here](#)

Enhance Your Tech Toolbox: Sites and Apps to Make Your Life Easier! (3hrs)

1. **Know:** Teachers will know a variety of sites and apps to enhance classroom instruction.
2. **Understand:** Teachers will understand how different sites and apps can aid with student assessments and feedback, classroom management/behavior, organizing digital materials or connecting with others electronically.
3. **Be Able To Do:** Navigate and implement the usage of a variety of sites/apps such as: Symbaloo, Socrative, S'more, Canva, EdPuzzle, KidBlog, ClassKick, Class DoJo and more!
4. **What prerequisite knowledge/skills do teachers need?** This session would be great for anyone looking to try something new! No prior tech experience is needed. Participants **“Bring Their Own Device/BYOD” to the session.**

Date: Thursday, July 21st **Facilitator:** Jen Bertrand from LeRoy Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8:00-11:00 [Register Here](#)

Quizlet.com: How to Use as an Effective Online Resource for a Variety of Content Areas & Ages (3hrs)

1. **Know:** Teachers will know how to create & maintain an account with quizlet.com, how to create and organize Quizlet study sets (flashcards), how to search and save sets already created by other teachers, how to link study sets to classroom websites and how to teach students to access/utilize their study sets
2. **Understand:** Teachers will understand Quizlet’s application within and outside the classroom, how to incorporate Quizlet into their classroom and students’ devices, and how to apply Quizlet to a variety of content areas.
3. **Be Able To Do:** Teachers will be able to create and maintain a Quizlet account, create, organize, and link study sets to their websites, search for already teacher-created study sets appropriate for their content area, and modify public study sets to make them appropriate for their classroom
4. **What prerequisite knowledge/skills do teachers need?** Basic internet/computer skills and a Google account

Date: Friday, July 22nd **Facilitator:** Keri Laux from Geneseo Schools **Location:** Geneseo Central School Room 32 (enter at the main entrance and turn right; classroom is on the left) **Time:** 12:00-3:00
[Register Here](#)

Thinking Outside the Classroom-How Field Trips Can Be Included in Your Class Content (3hrs for 2 days)

Teachers will learn to apply content standards from their regular curriculum to field trips outside of the classroom or include outside experiences into their curriculum. This workshop will held on two consecutive mornings.

1. Know: Teachers will know how to integrate a field trip into their regular classroom content. They will also know how to search for funding and to solve other logistical problems associated with field trips. Teachers will also see specific examples of how I have used field trips from local outings on school grounds that fit in a normal class period to further afield like Yellowstone National Park. Teachers will also know where to search for professional development opportunities and funding that they can use to bring their own personal experiences into the classroom such as travel abroad. Additionally teachers will know what pitfalls to anticipate when using field trips as an instructional strategy.

2. Understand: Teachers will understand what steps take before a field trip and after a field trip so students gain the most from the experience. They will also understand how to take their own personal experiences outside of the classroom and use video and other means to include those experiences in their own content. Teachers will understand the differences between student management in the classroom and outside the classroom.

3. Be Able To Do: Teachers will be able to design a field trip or in class virtual field trip that engages students while fulfilling their normal content requirements. They will also be able to take their own experiences and integrate them into their classes to engage students using their specific content.

4. What prerequisite knowledge/skills do teachers need? No prior skills are needed other than a willingness to think outside the box and to be creative. A Gmail address will be useful.

Date: Monday July 25th and Tuesday, July 26th **Facilitator:** Randy French from Geneseo Schools

Location: Geneseo Central School **Time:** 9:00-12:00 each morning [Register Here](#)

Creative Concepts for Language Learning: Language + Art =Communication (target audience is for language teachers, but applicable to all teachers working with vocabulary and/or language, grades K-12 (3hrs)

It is time to unplug and let your creative spirit soar! Did you know that you can use the power of art to release stress AND grammar in context? In this session, participants will experience creative note taking strategies to enhance language acquisition. Create meaningful contexts for language learning with the power of a pencil. Inspired by Mike Rohde's *Sketchnote Handbook* and Austin Kleon's *Steal Like an Artist*, Beth will share techniques for enhancing communicative competence for all levels. Participants will practice research-based strategies to complement the classroom experience. Come with an open mind and a sense of adventure. No artistic ability required. Take the CORE 6 to a whole new level.

Teachers will:

1. **Know:** Teachers will know how to create meaningful contexts for language learning with the power of a pencil
2. **Understand:** Teachers will understand how to use techniques to enhance communication competence for all levels.
3. **Be Able To Do:** Teachers will be able to practice research-based strategies to complement the classroom experience.
4. **What prerequisite knowledge/skills do teachers need?** No artistic ability required!

Date: Thursday, July 27th **Facilitators:** Beth Slocom from GCC & Nancy Stauber from Pavilion.

Location: Pavilion Elementary Outdoor Classroom weather permitting. Or, in the Pavilion Primary School library. **Time:** 8:30-11:30 [Register Here](#)

How to EASILY Engage Students with Technology & Review with Great Results (6hrs)

Students learn differently than 5 to 10 years ago. Students want access NOW to information. Integrating technology into your classroom creates an engaged room where students are effectively learning in the 21st Century. Learn about a variety of options that can turn your classroom into a room where students want to learn!

1. **Know:** See how to build in work associations as a way to build content/knowledge base/reinforce the major themes of your classroom. See how to build a vocabulary program utilizing the Frayer Model, Quizlet, & Kahoot to ramp up not only your student's vocabulary acumen, but their willingness to study vocabulary! Teachers will also see how to utilize PowerPoint to be an "active/engaging" program instead of just "speaking points" for teachers. Kahoot makes multiple choice questioning more engaging and effective. Scattergories & Headband challenge students to critically think and tie together concepts, vocabulary, and identifications.
2. **Understand:** Teachers will understand how to reach students of all levels with technology, especially those students who struggle with vocabulary, names, dates, retention, etc.
3. **Be Able to Do:** Teachers will be able to update and improve previous units/lessons and integrate above technology, new strategies, resources and materials given.

Date: Thursday, July 28th **Facilitator:** Paul Hazard from Geneseo Schools **Location:** Geneseo Central School **Time:** 9:00-3:30 [Register Here](#)

Teaching Human Rights in History: World & US History (6hrs)

This presentation will supply you with a plethora of resources, strategies, projects, and CONTENT to teach Human Rights in World and U.S History. It will cover a large range of topics but will focus on the Holocaust, Rwandan Genocide, Child Soldiers, Women's Rights, Political Dissidents, and a special look into Human Rights in Africa and China. Participants will walk away with many strategies, additional content, videos, literature and a Human Rights Resource Paper that has been highly effective in preparing students for the Global Regents. Ideas will be shared on how to gain student involvement in human rights issues.

1. **Know:** Teachers will have a foundational working knowledge of human rights, especially in modern China and Africa. Teachers will have additional resources to take with them. Teachers will also have a chance to share how they tactfully discuss sensitive and different subject matters. Presenters have attended many Holocaust conferences and have a strong background and will share their working knowledge.
2. **Understand:** Teachers will understand how to engage students in difficult content and be able to write and discuss eloquently the injustices of human rights violation on many different levels.
3. **Be Able to Do:** Teachers will be able to update and improve previous units/lessons and integrate new strategies, resources, and materials given.

Date: Friday, July 29th **Facilitators:** Paul Hazard and Tara Devey from Geneseo Schools

Location: Geneseo Central School **Time:**9:00-3:30 [Register Here](#)

Close Reading Strategies from the Book Notice & Note (4hrs)

1. **Know:** Teachers will know how to explicitly teach strategies to improve close reading
2. **Understand:** Teachers will understand how close reading is essential for meeting the common core standards.
3. **Be Able To Do:** Teachers will be able to use these strategies in their classroom immediately.
4. **What prerequisite knowledge/skills do teachers need?** It would be helpful if they have a copy of the book Notice and Note by Kylene Beers and Robert Probst

Date: Friday, July 29th **Facilitator:** Anne Dougal from York Schools **Location:** GVEP, 80 Munson St., LeRoy **Time:** 8:30-12:30 [Register Here](#)

Photoshop: Day 1 Images(3hrs) Lmit 11 participants

Teachers will:

1. **Know:** Teachers will know how to prepare and manipulate photographic images as well as create simple animations using Adobe Photoshop.
2. **Understand:** Teachers will understand the cultural dimension of images, whether still or moving, by engaging in the interactive process of art production.
3. **Be Able To Do:** Teachers will be able to enhance their lessons and stimulate interest.
4. **What prerequisite knowledge/skills do teachers need?** Although computer proficiency is always a benefit, this workshop is appropriate for all educators who wish to build onto existing skills or develop new ones.

Dates: Monday, August 1st **Facilitator:** Eric Weaver from Pavilion. **Location:** Pavilion Central School Room 120. **Time:** 8:00-11:00 [Register Here](#)

Photoshop: Day 2 Animations (3hrs) Limit 11 participants

Teachers will:

1. **Know:** Teachers will know how to prepare and manipulate photographic images as well as create simple animations using Adobe Photoshop.
2. **Understand:** Teachers will understand the cultural dimension of images, whether still or moving, by engaging in the interactive process of art production.
3. **Be Able To Do:** Teachers will be able to enhance their lessons and stimulate interest.
4. **What prerequisite knowledge/skills do teachers need?** Although computer proficiency is always a benefit, this workshop is appropriate for all educators who wish to build onto existing skills or develop new ones.

Dates: Tuesday, August 2nd **Facilitator:** Eric Weaver from Pavilion. **Location:** Pavilion Central School Room 120. **Time:** 12:00-3:00 [Register Here](#)

Using Anchor Charts & Journals to Enhance Your K-5 Common Core Lessons (6hrs)

"Anchor Charts" can provide a source of visual reference to support student thinking, reasoning and problem solving. Anchor charts can describe the essence of a lesson; they help teachers to focus on - and students to remember - the most important concepts and being taught, as well as questions to ask and procedures to follow.

Students must also learn how to articulate what they are learning. A "journal", or thinking/problem solving notebook, is a book in which students record their work and thinking.

This workshop can be applicable for any content area in a K-5 classroom and examples of anchor charts will be shared. There will also be time to create your own anchor charts.

Know:

1. the purposes, criteria, characteristics, and the challenges/solutions of using anchor charts
2. the purposes and reasons for using journals, as well as their characteristics and structure

Understand: Teachers will understand that anchor charts

1. are instructional tools and strategies that can connect and support the CCLS
2. can provide a source of visual and accessible reference to support students' thinking and reasoning
3. can help teachers to focus on the most important concepts and skills being taught

Be Able To Do: Teachers will be able to:

1. Reflect on their current instructional practice
2. Create one or more anchor charts to enhance one or more of their lessons/units

What prerequisite knowledge/skills do teachers need?

1. Teachers should come with material, topics, content and/or lesson or unit plans that they would like to enhance using anchor charts

Date: Tuesday, August 2nd **Facilitator:** Beth Peck from Avon Schools **Location:** Avon High School Library **Time:** 8:30-3:00 [Register Here](#)

The Essentials of Rubrics (6hrs)

Rubrics are effective scoring guides used most often for task and performance assessments. They can be used to communicate expectations and quality of the student learning, provide formative feedback to students, to grade and/or assess student work.

In this workshop participants will build an understanding of rubrics (structure, language, benefits, components and attributes), and understand the design and use of rubrics and ways to involve students. We will discuss grading issues involved and what it takes to define refine and evaluate a “good” rubric. There will be time in the afternoon for participants to develop a draft rubric for a specific assignment or revise previously created ones.

Know: Teachers will know:

1. the purposes, values and reasons for using rubrics
2. the differences between holistic and analytic rubrics

Understand: Teachers will understand:

1. the structure and terminology of rubrics
2. the steps used to design and refine rubrics
3. the importance of involving students in the creation/use of rubrics

Be Able To Do: Teachers will be able to:

1. identify the components and attributes of quality rubrics
2. draft a rubric for a specific assignment/assessment OR revise a previously developed rubric by writing criteria and performance level descriptors
3. reflect on their current assessment practice

What prerequisite knowledge/skills do teachers need?

1. Teachers should come with material, topics, content and/or lesson or unit plans that they would like to enhance by creating a new rubric, or bring a current rubric they would like to revise

Date: Thursday, August 4th **Facilitator:** Beth Peck from Avon Schools **Location:** Avon High School Library **Time:** 8:30-3:00 [Register Here](#)

Lucy Calkins Units of Study Writing Primary Grades (6hrs)

1. **Know:** Teachers will know the main Lucy Calkins Units of Study for Primary grades and their associated goals.
2. **Understand:** Teachers will understand the components of each unit and how they look in practice. They will understand how the rubrics drive instruction and what they can supplement with the units to help students write better.
3. **Be Able To Do:** Teachers will be able to pull out the most important aspects of the Calkins lessons and have a list of skills/resources for each Unit of Study. Samples, SmartBoard files, tips for planning & assessing, supplemental books, and ideas for making the most of your writing time will be shared.
4. **What prerequisite knowledge/skills do teachers need?** They could bring ideas or questions with them. Participants can bring their Units of Study books with them but I will have some to look at.

Date: Monday, August 8, 2016 **Facilitator:** Heather Pearson from Geneseo Schools **Location:** Geneseo Central School **Time:** 8:00-3:00 [Register Here](#)

Make Your Space a STEAM Makerspace! (6hrs)

Makerspaces allow students to engage in numerous content standards in many grade levels depending on the students in the space. Standards/areas include, but are not limited to the Math, Science, ELA, Art and are selected based upon what the students create.

1. **Know:** Teachers will know how to develop and use a makerspace as a learning tool and environment to develop student's critical thinking skills, problem-solving, creativity and motivation in conjunction with STEAM initiatives.
2. **Understand:** Teachers will understand the structure of a Makerspace and how to create one in their teaching space – whether a classroom or school library.
3. **Be Able To Do:** Teachers will be able to acquire the tool set to create a Makerspace in their classroom, adapt their schedules, seek out materials, have hands-on time with resources and materials, plan activities, and organize their classroom set-up.
4. **What prerequisite knowledge/skills do teachers need?** Teachers need to have an open mind to create a classroom and learning environment where the students drive the learning through inquiry, trial and error, frustration, problem solving and creativity.

Date: Tuesday, August 9th **Facilitators:** Holly Mullin & Luke Weaver from Avon Schools. **Location:** Avon Primary Library. **Time:** 8:00-3:00. [Register Here](#)

Google Tools for Education- Beginner/ Intermediate

In many grade levels, students are required by the standards to produce projects in which they collaborate with peers, use a word processing tool to publish their writing or use information from multiple sources to present learned knowledge about a topic. This workshop will improve your technological literacy and provide you with skills that can immediately be implemented into the classroom to promote the use of technology to improve efficiency, increase professionalism of schoolwork and prepare the students for the technological demands of the real world. This beginner/intermediate session will cover the basics of Google Tools for Education. Teachers will be able to identify the main apps in the Google for Education Suite, use Google Draw, Docs, Sheets, Slides, and Sheets. Learn how to be more productive and let Google do a lot of the work for you! Please bring your own laptop with wifi capability. Participants **“Bring Their Own Device/BYOD” to the session.**

Date: Tuesday, August 9th **Facilitator:** Colleen McNamara from Alexander Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8:00- 11:00 [Register Here](#)

Google Tools for Education- Intermediate/Advanced

This session of Google Tools for Education will cater to those who have a basic understanding of Google or have attended the morning session. Teachers will leave knowing how to immediately start using these free tools in their classrooms. You will understand how to use Google Tools to enhance instruction, collaborate with peers, connect with students and parents and remain organized. We will learn how to use Google Forms to create student assessments and use Google Sheets and Flubaroo to grade assessments and analyze the data. Teachers will explore Google Hangouts to take virtual field trips and utilize video chats to connect with other classrooms from around the world. We will gain an in-depth look into Google Classroom and learn how to use it as a main hub for instruction. We will also cover popular Chrome extensions that can be used in the classroom. Teachers will learn how to have their students create interactive and collaborative class projects. Please bring your own laptop with wifi capability. Participants **“Bring Their Own Device/BYOD” to the session.**

Date: Tuesday, August 9th **Facilitator:** Colleen McNamara Alexander Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 12:00-3:00 [Register Here](#)

Lucy Calkins Units of Study Writing Intermediate Grades (6hrs)

Teachers 3-5 will have the opportunity to dive into this resource, learn about each of its components, watch videos of lessons in action and gain insight from a teacher and former Literacy Coach who has used the resource for 3 years.

In addition, for any interested teachers, Lucy Calkins has released a new Reading Units of Study this past year, aligned to the Writing Units of Study and the Common Core Standards. We know that aligning our reading and writing instruction produces much greater results for students and these resources will also be available to review and speak with a teacher who has used the resource for an entire school year.

1. **Know:** Teachers will know how the new Writing Units of Study components can be utilized as a resource in their own classroom instruction.
2. **Understand:** Teachers will understand and gain a general overview of the resource including key instructional practices, assessments, learning progressions and more. The Writing Units of Study also provides a wealth of information on how to teach writing to students in a way that is both authentic in approach and meets the new rigorous Common Core Standards.
3. **Be Able To Do:** Teachers will be able to begin using the Writing Units of Study to plan writing instruction in their own classrooms and use best practice teaching approaches to reach writers at all levels using the Writer’s Workshop model.
4. **What prerequisite knowledge/skills do teachers need?** Familiarity with the Workshop model of instruction is helpful, but not a requirement.

Date: Wednesday, August 10th **Facilitator:** Becky Smith from Geneseo Schools **Location:** Geneseo Central Schools **Time:** 8:30-3:30 with 1 hour lunch [Register Here](#)

Notice & Note Close Reading Strategies: Taking Fiction Further & Teaching Nonfiction Strategies (6hrs)

This workshop will follow up on the Notice and Note Close Reading Strategies for fiction workshop from last year. It will help teachers take these strategies further so their students can deepen their comprehension. Teachers will be asked to bring something they have tried or had success with from the Notice and Note Fiction Strategies to share with the group.

1. **Know:** Teachers will enhance their ability to teach the Notice and Note Strategies for Fiction. Teachers will know how to explicitly teach strategies to improve close reading in nonfiction
2. **Understand:** Teachers will understand how close reading of both fiction and nonfiction is essential for meeting the common core standards.
3. **Be Able To Do:** Teachers will be able to use these strategies in their classroom immediately.
4. **What prerequisite knowledge/skills do teachers need?** It would be helpful if they have a copy of the book Notice and Note for Non-Fiction by Kyleene Beers and Robert Probst.

Date: Thursday, August 11th **Facilitator:** Anne Dougal from York Schools **Location:** GVEP, 80 Munson St., LeRoy **Time:** 8:30-3:30 [Register Here](#)

New Teacher Orientation – Are You “Ready to Roll?”(6hrs)

1. **Know:** Teachers will know how to maintain effortless record of their professional responsibilities for APPR and how to change practices to align with level 4 achievements of Danielson’s rubric.
2. **Understand:** Teachers will understand how professionalism is an essential element to a successfully managed classroom and is needed in positive staff, team, and parent interaction.
3. **Be Able To Do:** Teachers will be able to explore Danielson’s rubric for professional responsibilities and deconstruct each element. They will also explore how specific web sites and apps such as CCPensieve or Remind, among others, can boost professionalism. By exploring differences in physical classroom set up they will reflect on the environment of their own room.
4. **What prerequisite knowledge/skills do teachers need?** Session is beneficial for new teachers across the area. Participants **“Bring Their Own Device/BYOD” to the session.**

Date: Tuesday, August 16th **Facilitator:** Jen Bertrand from Le Roy Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8:00- 3:00 1hr. lunch [Register Here](#)

Habits of Mind

As we study the habits of mind, we are impressed by the international response to the question:

“What is it about your students that makes you think they need to learn how to think?” and “How would you like them to be?”

These questions have been posed with teachers of all grade levels in numerous schools and in countries around the world with surprisingly similar and consistent responses:

“They just blurt out answers. They should think before they respond.”

“They are afraid to take risks. I'd like them to be more creative; more adventuresome.”

“They depend on me for their answers. I wish they'd think for themselves.”

“They give up so easily with difficult tasks. I'd like them to hang in there.”

“They can't seem to work in groups. They've must learn to cooperate and work together.”

“They don't apply their knowledge. I want them to use what they know in other situations.”

“Once we introduce teachers to the Habits of Mind, they are amazed to find that, while the terminology may be different, the Habits of Mind we list is what they desire in their students.”

The 16 Habits of Mind are the dispositions of successful people in many walks of life. (Costa, and Kallick 2009) They are: Persisting, Managing Impulsivity, Listening with Understanding & Empathy, Thinking Flexibly, Thinking about Thinking, Striving for Accuracy, Questioning & Posing Problems, Applying Past Knowledge to New Situations, Thinking and Communicating with Clarity & Precision, Gathering Data Through all Senses, Creating, Imagining, Innovating, Responding with Wonderment & Awe, Taking Responsible Risks, Finding Humor, Thinking Interdependently, Remaining Open to Continuous Learning.

What is a Habit of Mind? A “Habit of Mind” means having a disposition toward behaving intelligently when confronted with problems. When humans experience dichotomies, are confused by dilemmas, or come face to face with uncertainties—our most effective actions require drawing forth certain patterns of intellectual behavior. When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and of greater significance than if we fail to employ those intellectual behaviors.

While the Habits of Mind are never fully mastered, as continuous learners, they are continually practiced, modified, and refined. If they are truly “habituated” they are performed. Learn how to help your students down this path.

Date: Day 1 Wednesday, August 17th Day 2 August 18th Day 3 October 24th Day 4 November 15th

Facilitators: Juanita Henry & Pat Mullikin Habits of Mind Trainers **Location:** August Dates- Batavia/Robert Morris Multi-Purpose Room. October and November Dates- GVEP **Time:** 8:15-3:00

[Register Here](#)

Habits of Mind Overview/Introduction (2hrs)

This is an on-line Educanon experience. After registration you will receive an email with links to the Educanon/Playpostit site to view eight 1-7 minute videos of Dr. Art Costa describing and explaining the basics of Habits of Mind. During each video it will periodically pause and ask reflective questions. At the conclusion of all 8 videos you will receive a certificate of completion for 2hrs of professional development time. If you are interested and willing to experiment with this format please. **Date, Time, Location:** at your discretion **Facilitator:** Juanita Henry [Register Here](#)

Cognitive Coaching Part 2

Cognitive Coaching is a process, a set of strategies, and a way of thinking that supports the ongoing development of individuals as they become increasingly self-directed and reflective. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching and the thinking processes that underlie instructional decisions, which produce superior instruction. *Cognitive Coaching* is a research-based model that capitalizes upon and enhances teachers' cognitive processes.

The training is highly interactive, with modeling and guided practice opportunities offered throughout. Skills learned in *Cognitive Coaching* will also assist participants as they implement the Common Core Standards and APPR process.

Participants will:

- Learn the Problem-Resolving Conversation
- Refine skills with Planning and Reflecting Conversations
- Enhance listening, verbal and nonverbal skills
- Utilize data and feedback effectively to support professional growth in conversations
- Examine cognitive, psychological, & educational styles to enhance interactions

This 4-day workshop is a continuation of the Cognitive Coaching Foundations Seminar. **Participants must have already completed Part 1 (days 1-4) of the training. Please bring your Learning Guide, Memory Mats, and Journey Journal to the training.**

Dates: Day 5 Monday, August 22nd, Day 6 Tuesday, August 23rd, Day 7 Tuesday, October 25th, Day 8 Wednesday, October 26th **Trainers:** Juanita Henry and Pat Mullikin, Certified Training Associates for the Thinking Collaborative. **Location:** Batavia/ Robert Morris Multi-Purpose Room **Time:** 8:15-3:00 [Register Here](#)

What I Learned at the Ron Clark Academy (6hrs)

Ron Clark wrote in his book *Molasses Classes*, "Teachers graduate college, enter their classrooms, and stay there for 30 years. They rarely venture out to learn from others and often they don't have access to an exceptional teacher to learn from." Ron Clark and his co-founder, Kim Bearden, are both award winning educators and American Teachers of the Year. They founded the Ron Clark Academy (RCA) for 5th – 8th grade students, which is a school like no other. RCA has fostered an environment that inspires academic excellence, leadership, collaboration, and a world-class education for their students. The teachers teach in innovative, creative and inspiring ways while empowering the youth to take charge of their own destinies, reach their goals and fulfill their dreams with compassion, integrity, and honor. The Ron Clark Academy is a model school that shares their unique methods with teachers from around the world in hopes of starting an educational revolution. Presenter, Colleen McNamara, will be attending the National Educators Conference in June 2016 and bring back all that she has learned to share with teachers from our community. Teachers will leave knowing who Ron Clark is, what his philosophy is, and how to immediately start using these tools in their classrooms. You will learn how to utilize energy, unique teaching methods and high standards to engage their students and promote academic success. This workshop is for all teachers, not just those who teach 5th-8th grade. Participants **"Bring Their Own Device/BYOD" to the session.**

Date: Tuesday, August 23rd **Facilitator:** Colleen McNamara from Alexander Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8-3 with 1 hour lunch. [Register Here](#)

Back-to-School: Making Google Apps for Education Work for You! (3hrs)

1. **Know:** Teachers will know how to use a number of features of Google Apps for Education (GAPE).
2. **Understand:** Teachers will understand how GAPE can help with classroom organization, maintain accurate records, connect with families, give student feedback and create a blended classroom with which student centered instruction is the focus.
3. **Be Able To Do:** Teachers will be able to design instruction that uses Google Slides, Docs, Forms, or Classroom. Teachers will examine the SAMR model to learn how they can enhance their current instructional practices to align more with the Modification and Redefinition levels of the model.
4. **What prerequisite knowledge/skills do teachers need?** Teachers require their own Google Apps for Education login and password from the district(s) they work with. It is helpful if they have basic familiarity with Google Drive, Docs, Slides and Classroom. Participants “**Bring Their Own Device/BYOD**” to the session.

Date: Wednesday, August 24th **Facilitator:** Jen Bertrand from Le Roy Schools **Location:** Batavia/Robert Morris Multi-Purpose Room **Time:** 8:00-11:00 1 hr. lunch [Register Here](#)

Making Effective & Engaging, Developmentally Appropriate Practices for Pre-K and K Within the Common Core Structure

Participating teachers will know... “The littlest learners, the greatest gains”. Young children are sponges for learning. From birth to age five, they’re making giant developmental strides, more than at any other time in life. In fact, the brain forms as many as 700 neural connections per second before the age of five. It’s a lot easier to influence the developing brain than it is to rewire it later.

1. It’s the goal of this workshop is to have Early Childhood teachers acquire or re-affirm Teaching Strategies that are developmentally appropriate for Pre-Kindergarten and Kindergarten Age Children.
2. Teachers will understand how to create an exciting classroom environment and lessons within the Common Core with a foundation of Early Child Development. Acquire strategies on how to communicate this important information to the families/caregivers of these children.
3. Teachers will be able to take home practical and FUN ideas to implement in the classroom with their students throughout the school year. Each teacher will receive a book of ideas to use in the classroom.
4. Pre-requisite knowledge/skills teachers will need, include early childhood experience in the area of Pre-Kindergarten and Kindergarten and be familiar with New York State Common Core Domains.
5. Sharing Time-Bring an idea to share with the group that has been tried and tested in the classroom.

Date: Wednesday, August 3rd **Facilitator:** Carol Coffta from Caledonia- Mumford Schools **Location:** Caledonia-Mumford District Office Conference Room **Time:** 8:00-12:00 [Register Here](#)

New Mentor Training (6 hours)

This workshop is designed for New Mentors. Agenda Items will include:

- Mentor Interactions, Roles, and Responsibilities
- Effective Communication
- Mentoring Support Interactions
- Confidentiality

Date: Monday, August 15th **Facilitator(s):** Juanita Henry & Pat Mullikin **Location:** Batavia Robert Morris School **Time:** 8:15-3:00 [Register Here](#)

Asking Higher Level Invitational Questions (3hrs) This is an on-line Educanon experience. After registration you will receive an email with links to the Educanon/Playpostit site to view two 20 minute videos. During each video it will periodically pause and ask reflective questions. At the conclusion of the videos you will receive a certificate of completion for 3hrs of professional development time. If you are interested and willing to experiment with this format please [register here](#).

Date, Time, Location: at your discretion **Facilitator:** Juanita Henry

Teacher Center Summer 2016 Professional Learning Calendar

June 2016						
◀ May						July ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28 Cognitive Coaching Day 1 Google Apps for Education-Basics	29 Cognitive Coaching Day 2 Google Classroom Beyond Basics	30	Notes: Access to Habits of Mind and Higher Level and Invitational Questions on-line classes.	

More Calendar: [Jul](#), [Aug](#), [PDF Calendar](#)

July 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 All About Smart-Using and Creating (3hrs)	12	13	14	15 Assessment, Reacting to Student Work (6hrs)	16
17	18 Motivating & Engaging Students using Technology(6hrs)	19 Newbie to GAPE? Crash Course in Google Apps for Education (6hrs)	20 "Level Up" with Google Apps for Education (6hrs)	21 Enhance Your Tech Toolbox: Sites and Apps to Make Your Life Easier!(3hrs)	22 Quizlet.com: How to Use as an Effective Online Resource for a Variety of Content Areas & Ages (3hrs)	23
24	25 Thinking Outside the Classroom-How Field Trips Can Be Included in Your Class Content Pt 1 (3hrs)	26 Thinking Outside the Classroom-How Field Trips Can Be Included in Your Class Content Pt 2(3hrs)	27 Creative Concepts for Language Learning: Language +Art = Communication (3hrs)	28 How to EASILY Engage Students with Technology & Review with Great Results(6hrs)	29 Teaching Human Rights in History: World & US History (6hrs) Close Reading Strategies from the Book Notice & Note(6hrs)	30
31	Notes: Access to Habits of Mind and Higher Level and Invitational Questions on-line classes.					

August 2016						
◀ July						September ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Day 1 Photoshop Images Limit 11 (3hrs)	2 Day 2 Photoshop Animations Limit 11(3hrs) Anchor Charts (6hrs)	3 Making Effective & Engaging Developmentally Appropriate Practices for Pre-K and K (4 hrs)	4 The Essentials of Rubrics(6hrs)	5	6
7	8 Lucy Calkins Units of Study Writing Primary Grades(6hrs)	9 Google Tools for Education-Beginner(3hrs) Google Tools for Education-Beginner/Intermediate (3hrs) Make Your Space a STEAM Makerspace!(6hrs)	10 Lucy Calkins Units of Study Writing Intermediate Grades(6hrs)	11 <u>Notice & Note</u> <u>Close Reading</u> <u>Strategies: Taking Fiction Further & Teaching Nonfiction Strategies</u>	12	13
14	15 New Mentor Training	16 New Teacher Orientation- "Are You Ready to Roll?"(6hrs)	17 Habits of Mind Day 1	18 Habits of Mind Day 2	19	20
21	22 Cognitive Coaching Day 5	23 Cognitive Coaching Day 6 What I Learned at the Ron Clark Academy (6hrs)	24 Back-to-School: Making Google Apps for Education Work for You! (6hrs)	25	26	27
28	29	30	31	Notes: Access to Habits of Mind and Higher Level and Invitational Questions on-line classes.		