

# **DSEA**

# **Professional Development**

# **Catalogue**



**2017-2018**

# DSEA Professional Development

## Instructional:

### **The Effectively Managed Classroom: I Can Do It: Module I**

The smoothly flowing classroom is within your reach! This session focuses on developing the goals and objectives for the school year, getting to know your students, and establishing rules and routines that promote student learning. This program is a great introduction to classroom management for the new teacher and a wonderful review for those in their second or third year of practice.

### **The Effectively Managed Classroom: I Can Do It: Module II**

It takes a team to help students succeed! An essential part of your team is the parent or guardian of the child. This session focuses on learning your communications style and introduces you to strategies on how to communicate effectively with parents. Participants will learn how to develop a year-long communications strategy and how to hold effective parent conferences. (Attendance of Module I is not a mandatory requirement to register for this session.)

### **True Colors**

Discover your True Colors and dynamic keys to unlocking your personal success! With the help of the True Colors personality process, you will begin to see yourself and others in a new light and learn to improve relationships that will lead to new success at work, at home, and in life. Learn what makes people crazy, become more effective, and modify your style to get your desired results. Come laugh and have some fun while discovering yourself.

### **True Colors: teaching and learning styles**

Looking to take True Colors to the next level? This instructional and interactive seminar gives educators specific techniques to reach all student personality styles. In this workshop participants gather tools that help to create a classroom climate where each student has a successful learning experience. Practical and useful activities apply the True Colors concepts to teaching that becomes the springboard for developing improved teaching skills, greater communication in the classroom and positive attitudes and a positive school environment. Participants will walk away with:

- An improved understanding of self and others and an appreciation of differences
- Instructional strategies to increase student performance, support at risk learners and address needs of all students
- Ideas for creating a more harmonious, organized classroom for each learning style

## **Restoring Harmony to the Student Environment**

This 3-hour session will focus on the origins, benefits, and uses of restorative practices in schools. Participants will leave with a basic understanding of when and why to use restorative practices with students as well as the tools to set up circles for a variety of uses in and out of the classroom environment.

## **Differentiated Instruction**

This introductory session defines differentiated instruction and takes the participants through a variety of hands on activities that they can use to differentiate lessons in their classrooms. Participants are asked to bring a lesson they currently use and that they would like to differentiate. They will be provided with individual work time to select a strategy and design a differentiated activity to address the needs of each learner. Those educators who are not directly in the classroom, or who are not the primary teacher in the classroom, will work on ways they can address the different students they see throughout the day and create a visual aid, sample dialogue, or actual lesson to implement a strategy.

## **Personal Development:**

### **Stress Management**

With ever increasing demands from students, parents, the district, DOE, and the community at large, school employees are experiencing a greater degree of stress in their day-to-day existence. The need for ways to identify stress, along with strategies to cope with stress is evident. Those who feel in control in their personal lives will have more control on the job.

Participants in this workshop will learn to recognize the causes of stress, identify stressors in their lives, practice problem-solving techniques, and create individual plans to deal with the stressors in their lives. This workshop is highly interactive and entertaining in a safe and stress free environment!

### **Assertiveness/Conflict Management**

Have you ever wanted to be more assertive and skilled at managing everyday conflicts? If so this session is for you! Participants will develop a better understanding of assertive behavior, assess their present level of assertiveness and identify passive, aggressive, and assertive behaviors. Participants will also learn to recognize and deal with conflict by identifying the source of conflict and choosing appropriate conflict management behaviors.

### **Dealing with Difficult People**

All individuals in today's society encounter people who can be identified as "difficult" at various times in their life; some more frequently than others. As life in general and in the educational community, specifically, becomes more complex, it is essential that we can effectively deal with these individuals; whether they are superiors, colleagues or students. This workshop is

designed to help participants identify and understand the behaviors of such people and to learn techniques for coping with these behaviors.

Participants in this session will explore common patterns of difficult behavior and global options in dealing with a difficult situation. They will then identify specific steps useful in creating a positive working relationship with such a person; including using active listening skills and other techniques for defusing the anger of the individual or themselves.

### **Educators and the Law**

Offered by DSEA attorney Patricia McGonigle, this interactive three hour workshop will focus on the following topics:

- Social media use by school employees
- Work Environment Issues – how to identify and handle such issues as hostile work environments, sexual harassment, etc.
- School Crimes and reporting obligations

### **Technology: DSEA Member Trainers**

#### **Excel I**

This introductory session to MS Excel provides an overview of the MS Excel software package. Using a “hands on” approach, we will learn the purpose of Excel by entering data in a spreadsheet, applying simple formulas to the data (SUM, AVG, etc.), and formatting the spreadsheet to look professional. If time permits, we will also create charts that represent the data in different ways.

#### **Excel II**

This intermediate Excel session is designed for users who are comfortable with MS Excel. This workshop provides a “hands on” approach to working with basic functions, creating complex formulas, sorting and filtering your data, and formatting tables and charts.

#### **Microsoft Office**

Over this three-hour session, participants will learn techniques in multiple programs, including PowerPoint, Word, and Publisher. The focus will be on creating visually appealing, clearly articulated, and professional documents, including presentation slides, flyers, newsletters, and business cards, among other items. Some key concepts to be covered include: Rule of 7, Slide Master, Templates, Logos, Graphics, Text Wrap, Bullet-levels, and Place-holder text. While learning about each program, participants will also compare and contrast the program and be able to choose the best program for specific tasks.

## Google Classroom

In this hands on session, participants will learn how to develop a Google classroom. Topics will include streaming an assignment, creating self-graded quizzes and tests, and using templates in Google.

## Schoology 101

In this hands on session, participants will learn the nuts and bolts of Schoology. Topics will include logging in, designing coursework, adding resources, using the discussion feature, creating assessments and publishing work. This session is for participants with limited knowledge of schoology.

## Smart Board I - Outside Vendor

DSEA is proud to sponsor a day of Smart Board and Notebook training with Delaware's notable SMART Certified trainer, Greg Mentzer. This six hour session will cover such topics as:

- Introduction to the SMART Board
- Introduction to Notebook Software
- Objects in Notebook Software
- Linking, attaching sound and inserting movies in Notebook Software, creating interactive lessons using Notebook Software, exporting, posting, attaching and printing Notebook files

## Smart Board II - Outside Vendor

DSEA is proud once again to sponsor Delaware's notable SMART Board Certified trainer, Greg Mentzer, for this special professional development opportunity for members. Greg has been providing professional Smart Board training, support, and consultation services for teachers and schools since 2007.

This six hour session will teach you how to create interactive Smart Board Notebook lessons utilizing previously learned skills (i.e. design considerations, inserting images, linking objects, attaching sound, page recorder, embedding/inserting movies, etc.) and free internet resources. This is primarily a "lesson creation" program, as attendees will create interactive Notebook lessons with the instructor's assistance and you will have the opportunity to share newly created lessons with one another. **Participants should bring a laptop with Notebook software installed, a collection of images/movies, and a flash drive**

## **Special Education: Outside Vendor**

### **Successfully Serving Students with Disabilities in Our Schools: A Strengths-Based versus Deficits-Based Approach**

From the time they are born, and through their lifetime -- children, youth, and adults with disabilities are among the most misunderstood, stigmatized and isolated people in our society. Yet they are also some of the most talented, interesting, and resilient – if only others could see who they really are: as individuals with aspirations, hopes and dreams. In this seminar we will hear how youth with disabilities in Delaware, along with their peers from around the country, perceive themselves and their schools. They offer us, the adult professionals, insights into their world and suggestions for how we can do an even better job than we already do. Something that might surprise teachers? Youth with disabilities KNOW that we care about them. What we don't realize is that these youth want us to have higher expectations for them and to challenge them to take risks. This training session is organized around the acronym TOPS: Talent, Opportunity, Planning, and Supports.

### **Reaching the Reluctant Student by Infusing Career Awareness and Exploration into Academic Instruction**

This workshop is designed for middle and high school teachers (general and special education) who are adventurous enough to seek ways to use career exploration activities as a tool for motivating their students to apply themselves, dive into content across all subject areas, tap into their passions, and cultivate persistence. Techniques will be shared for identifying and capturing student interests, building their confidence as learners, and helping them express their uniqueness in positive ways – all while demonstrating how school is highly relevant to their career development and life dreams.

### **Middle School Teachers as Fortune-Tellers: Helping Students Envision their Futures and Prepare for High School and Beyond**

The literature is quite clear: students who get an early start thinking about career possibilities -- and what it takes to achieve one's life goals -- have a distinct advantage over their peers who don't. This is the rationale behind Delaware's requirement that all students ages 14 and older develop a Student Success Plan (SSP) and that the Federal government mandates that students with disabilities have IEPs that are transition focused. This presentation is designed to provide practical answers to the vexing question: what exactly are we supposed to do at the middle school level? When? And How? We will discuss activities that can be done now to prepare these youth for the transition (1) into the culture of high school (including what it takes to earn credits towards a diploma and how to determine a course of study based on interest and goals); (2) to post-secondary education and training opportunities; and (3) to adult life, including employment in one's career choice. Teachers don't need to be clairvoyant, but they do need concrete strategies.

## **Creating Exciting and Accessible Learning Environments for Diverse Learners**

An ongoing challenge for all educators, across all content areas, is how to engage the diverse learners sitting in front of us. This is especially daunting when extensive rigorous material must be conveyed within the parameters of tight deadlines and all of the other responsibilities that are on our proverbial plates. In this session, participants will learn top 10 tips for implementing a universal design for learning (UDL) approach that takes into consideration multiple learning styles, creative teaching accommodations, modification of curriculum, and an array of techniques for evaluating student understanding. Learn how to “smart up” rather than “dumb down” your lessons, to reach those struggling students.

## **Supporting Diverse Learners, including Students with Disabilities, in Career and Technical Education Coursework: Getting to Know these Students.**

Topics covered:

- The Career Development Continuum, from pre-school through adulthood, with an emphasis on preparing Middle School students for the transition to high school life, appropriate and meaningful CTE Pathways, and exposing them to post high school options for further education and training.
- Diverse Learners, including students with disabilities: Who are they? What are their unique characteristics – and what are the greatest challenges they present to educators?
- Strategies for getting to know the strengths and needs of these learners

## **Supporting Diverse Learners, including Students with Disabilities, in Career and Technical Education Coursework: Creating a “Universal Design for Learning” Classroom**

Topics covered:

- The basics of universal design for learning: Incorporating effective accommodations and appropriate modifications in our classroom instruction and assessment, so that all students achieve to their greatest potential.
- Creative collaboration and strategies for effective cross-disciplinary co-teaching; and partnerships with other workforce development professionals, the business community, and families. What each partner brings to the table, and how to “crowd-source” the considerable talents and resources we have.