

# Workshops *Fall 2009/Spring 2010*

## Color Codes by Topic:

- History (1)
- Counseling (2)
- Culture/Poverty Awareness (1)
- Grant Writing (1)
- Reading/Literature (Lang. Arts) (3)
- Teaching Methods/Strategies (13)
- Technology (8)

## ONLINE WORKSHOPS:

Please note: All ONLINE Classes will have an additional technology fee of \$16.50 per hour added to the registration fee of \$165.00 for a total of \$181.50 per hour.

### Technology Integration for K-12 Classroom Teachers

**(Tom Love)** An online technology fundamentals workshop for K-12 teachers with basic Internet, Email, and Word Processing. All activities will focus on the Teaching and Learning of Technology. MS Office needed. Required Text: *Teachers Discovering Computers – Integrating Technology and Digital Media in the Classroom, 4<sup>th</sup> Edition*. Complete assignments independently October 5-November 13 for fall term or February 1-March 12 for spring term. (3 graduate credit hours)

### Educational Technology for 21st Century Teachers

**(Tom Love)** An online technology integration workshop for K-12 teachers with basic Internet, Email, and Word Processing. All activities will focus on the Integration of Technology. MS Office needed. Required Text: *Integrating Educational Technology into Teaching, 4<sup>th</sup> Edition*. Complete assignments independently October 5- November 13 for fall term or February 1-March 12 for spring term.(3 graduate credit hours)

### Effective Classroom Management

**(Carla Gray)** This online workshop will focus on Harry Wong's characteristics for effective classroom management considering the structure, organization, management tasks, and procedures. Participants will complete tasks to provide their classrooms with the tools necessary for managing the ever increasing challenge of managing life in the K-8 classroom. This is the formula for promoting learning in a standards-based classroom. Text book: *The First Days of School: How to Be an Effective Teacher* (paperback by Harry K. Wong; 4<sup>th</sup> edition ISBN-978-0-9764233-1-7 or 3<sup>rd</sup> edition ISBN-0962936065). Complete assignments independently October 1-November 27 for fall term or March 1-April 30 for spring term. (2 graduate credit hours)

### Technology & Mathematics for K-8 Classroom Teachers

**(Tom Love)** An online Math/Technology workshop for K-8 teachers with basic Internet, Email, and Word Processing. Activities will center on NCTM standards and Traditional Math. MS Office needed. Required Text: *Basic College Mathematics, 2<sup>nd</sup> Edition*. Complete assignments independently October 5-November 13 for fall term or February 1-March 12 for spring term.(3 graduate credit hours)

### Technology and Science for K-8 Classroom Teachers

**(Tom Love)** An online Science/Technology workshop for K-8 teachers with basic Internet, Email, and Word Processing. Activities will center on NSTA standards and Basic Science. MS Office needed. Required Text: *The Science Explorer, Oct-1997*. Complete assignments independently October 5-November 13 for fall term or February 1-March 12 for spring term. (3 graduate credit hours)

### M.I.L.K. - Multiple Intelligences Linking Knowledge

**(Carla Gray)** This online workshop will focus on how the use of multiple intelligences can help each student. The 8 multiple intelligences, as identified by Howard Gardner, will be the focus as participants will learn how to create a menu of activities or differentiated instruction in lesson planning. Text book: *Rainbows of Intelligence: Exploring How Students Learn* (paperback by Dr. Sue Teele; Corwin Press, Inc. 2000 Edition; ISBN-0-7619-7630-2). Complete assignments independently October 1-November 27 for fall term or March 1-April 30 for spring term. (2 graduate credit hours)

### Web 2.0 Tools

**(Jo Schiffbauer)** The web has changed from a read-only research tool (Web 1.0) to a read-write interactive tool (Web 2.0) for both teachers and students. The new tools available can (1) help find an authentic audience, (2) enhance collaboration on projects, (3) facilitate communication of knowledge both as a product and in the learning process, and (4) make the process of lifelong learning more efficient and effective. Learn how to use Web 2.0 to help both you and your students learn more as we work with blogs, wikis, podcasts, social networking, tagging, and RSS. Complete assignments independently January 11-March 26. (2 graduate credit hours)

## CLASSROOM WORKSHOPS:

September 23, 30 & October 7 (Wednesdays)  
4:30pm-8:00pm

### Word 2007

**(Darren Furno)** Learn to be more comfortable using Word 2007 to create various classroom tools for management and instruction to enhance your teaching. Topics will include basic components of the Word 2007 software. (1 graduate credit hour)

September 29 & October 6, 13, 20, 27 (Tuesdays)  
4:00pm-8:00pm

### Understanding and Teaching Students with Autism Spectrum Disorder

**(Brenda Frank)** For teachers of all levels, learn to understand students with Autism, PDD, and/or Asperger's Syndrome. Become more informed to help them with their communication, sensory, cognitive, academic, and social problems. Find out if you, too, are a little autistic! (2 graduate credit hours)

October 3 (Saturday) 8:00am-1:15pm

### Early Childhood Educators Consortium (Annual Fall Conference)

**(Keynote speaker: Joyce Davis, also known as The Puppet Lady)** 28 different sessions from which to select on topics of play, cultural diversity, science, parents, literacy, and much more. You must be registered and pay fee to sign up for the graduate credit. (1 optional graduate credit hour)

October 5, 12, 19 (Mondays)  
4:30pm-8:00pm

### Frameworks for Understanding Poverty

**(Dr. Nancy Varian)** Learn the characteristics of economic class. Gain the knowledge you need to work effectively with your students. Learn about Dr. Ruby Payne's "Hidden Rules of class," "Registers of Language," and "Characteristics of Poverty." Text: *A Framework for Understanding Poverty* (Ruby Payne). Text available from instructor on the first day of class for \$26. (1 graduate credit hour)

October 6, 13, 20 (Tuesdays) 4:30pm-8:00pm

### Connecting to Kids

**(Sandy Rickenbrode)** Learn how a noisy classroom can be a great learning environment through the use of food, manipulatives, the arts, and other methods. Students will become actively engaged in the lessons. Each participant will develop a lesson using these methods and leave with a notebook full of lessons. (1 graduate credit hour)

October 12, 19, 26, & November 2, 9, 16  
(Mondays) 4:00pm-7:30pm

**The Rise of Nazi Germany and the Holocaust**

**(Dr. Andrea Farenga)** This will be a historical overview of Germany from the interwar years during the Second World War, with emphasis on the social, cultural, and political influences that led to the planning and fulfillment of the Holocaust. Information will include prewar Jewish life, European and Christian anti-Semitism, and the role of the United States. Current information about camps, ghettos, and mass killings will also be discussed. Primary sources will be explored, analyzed, and used to suit individual and course purposes. Aligns with SS and LA standards 7-12. (2 graduate credit hours)

October 14, 21, 28 (Wednesdays)  
4:30pm-8:00pm

**PowerPoint 2007**

**(Darren Furno)** Learn the basics of PowerPoint 2007 and how to use this program in your classroom for instruction and review. You will also learn how to add graphics, pictures, animations, and movies to your presentations. (1 graduate credit hour)

October 17, 24, 31, November 7, 14 (Saturdays)  
8:30am-2:00pm

**21st Century Skills**

**(Jay Moody)** The course will introduce 21<sup>st</sup> century skills and effective ways to implement them in the classroom. We will cover topics such as computer safety and ethics, creativity and innovation, designing engaging work, global connections, and improved research and presentation skills. Participants will complete several projects of their choosing. (3 graduate credit hours)

October 17, 24 (Saturdays)  
8:30am-2:00pm

**RTI - The Classroom Teacher's Perspective**

**(Tammi Booth)** This workshop will focus on monitoring progress in reading along with interventions and strategies. We will briefly examine the outline of the RTI (Response to Intervention) model. The workshop is designed for grades 1-4 regular classroom reading teachers; however, all teachers involved in intervention may benefit. Please bring any reading assessments you are currently using in your classroom. A \$10 materials fee will be collected during the first session. (1 graduate credit hour)

October 30 & 31 (Friday & Saturday)  
8:00am-6:00pm

**Yogafit, Level 2**

**(Betty Kern)** After building a firm foundation in Level 1 teacher training, YogaFit's Level 2 training concentrates on communicating the essence of YogaFit to ourselves and our classes. Trainees spend time developing their transformational language skills through the use of positive affirmations and discovering how to address all types of learners most effectively, as they build a practice of self-awareness and self-acceptance. Trainees will discover the power of positive communication, both internally and externally, and use YogaFit teaching tools to empower their students. Two fees are required for credit for this course. Register with Yogafit for the Level 2 training with a fee of \$359 early bird, \$389 regular, or \$419 late registration. If you are a teacher, register by phone and ask for the educator's discount (800-786-3111). You must also register with Malone University for the graduate credit and pay the \$165 per hour. (2 graduate credit hours)

October 31 & November 7, 14, 21 (Saturdays)  
8:30am-2:00pm

**Response to Intervention (RTI)**

**(Beth Beal)** Students will develop a working understanding of the state-mandated process, Response to Intervention (RTI). Bring your whole intervention team or come by yourself to design a district pyramid, user-friendly forms, a working list of research-based interventions, parent education, and staff in-services. The process of giving help to struggling students and providing documentation to identify learning-disabled students will be clear and manageable upon completion of this worthwhile course. (2 graduate credit hours)

November 2, 9, 16 (Mondays)  
4:30-8:00pm

**Successful Grant Writing and More**

**(Dr. Nancy Varian)** Whether you're a grant-writing novice or an experienced grant writer wanting to hone your skills in this challenging economic environment, this is the class for you. Learn how to get an edge on the competition to fund your projects with discussions about organizing a grant team, developing and translating creative ideas into practice, learning the elements of an agency's RFP, and developing budgets. In addition, learn how to acquire educator scholarships and discover all-expense-paid workshops and travel for educators. (1 graduate credit hour)

November 3, 10, 17 (Tuesdays)  
4:30-8:00pm

**Cliff Notes for Beginning Teachers**

**(Sandy Rickenbrode)** Start off your career in teaching being prepared for those unexpected things that happen in the real world of teaching. Learn what professionalism includes. Discover how to identify and adjust to your school's culture. Learn tips on teaching the required curriculum and strategies for positive classroom management. (1 graduate credit hour)

November 4, 11, 18 (Wednesdays)  
4:30pm-8:00pm

**Excel 2007**

**(Darren Furno)** Learn to be more efficient using Excel 2007 to create various management tools for use in your classroom. Topics will include basic skills such as merging documents. (1 graduate credit hour)

January 6, 13, 20 (Wednesdays)  
4:00pm -7:30pm

**Teaching with the Brain in Mind**

**(Barb Cockroft)** Obtain an in-depth knowledge of the neuroscience factors that influence learning. Discover what to do before, during, and after every lesson to take full advantage of the insights from brain research. Text: *How the Brain Learns*, 3<sup>rd</sup> edition (David Sousa). (1 graduate credit hour)

January 27, February 3, 10 (Wednesdays)  
4:00pm-7:30pm

**Differentiated Instruction: Pedagogy for All**

**(Barb Cockroft)** Differentiated instruction is a broad term that refers to a variety of classroom practices that accommodate differences in students' learning styles, interests, and readiness levels. Ohio's academic standards emphasize what students need to know; differentiated instruction helps the students get there, while at the same time teaching them how to learn in meaningful ways. This workshop will focus on classroom management that supports differentiated instruction. No text required, but a \$5 materials fee will be collected at the first class session. (1 graduate credit hour)

**REGISTER NOW!**

[www.malone.edu/cpd](http://www.malone.edu/cpd)

All workshops are:

\$165 / graduate credit hour

\*Extra fees and text books may be necessary.

February 20, 27, March 6, 20 (Saturdays)  
8:30am-2:00pm

### **Response to Intervention (RTI)**

**(Beth Beal)** Students will develop a working understanding of the state-mandated process, Response to Intervention (RTI). Bring your whole intervention team or come by yourself to design a district pyramid, user-friendly forms, a working list of research-based interventions, parent education, and staff in-services. The process of giving help to struggling students and providing documentation to identify learning-disabled students will be clear and manageable upon completion of this worthwhile course. (2 graduate credit hours)

March 1, 8, 15 (Mondays)  
4:00pm-7:30pm

### **Daring Discussions for Educators**

**(Staff)** Come and converse with other educators in an open and informative setting regarding serious school realities about economic status, race, and the way students learn. Two speakers will lead the discussions using research and experiences based on the work of Payne (Poverty), Singleton & Linton (Race), and Sousa & Jensen (Brain Research). Our forums will be interactive with dialog and insight from classroom experiences welcomed. (1 graduate credit hour)

March 16, 23, 30, April 6 (Tuesdays)  
4:00pm-6:30pm

### **Content Literacy Strategies**

**(Dr. Sandy Stark)** Participants will learn effective classroom strategies that enhance students' reading comprehension. Basic concepts in learning theories will be reviewed and teachers will be able to demonstrate the use of these reading strategies. No fees or books. (1 graduate credit hour)

March 16 (Tuesday) 8:00am-2:15pm

### **Games that Work - Mentors and Mentees**

**(Staff)** Participants will spend the day sharing games and ideas that work in the physical education classroom. For registration information: email [gamesthatwork@ccsdistrict.org](mailto:gamesthatwork@ccsdistrict.org) or call Theresa Luca at 330.438.2546. (For 1 hour optional graduate credit, call 330.471.8210. Includes required paper to be completed after attending the workshop).

April 24, May 1, 8, 15, and 22 (Saturdays)  
8:30am-2:00pm

### **21st Century Skills**

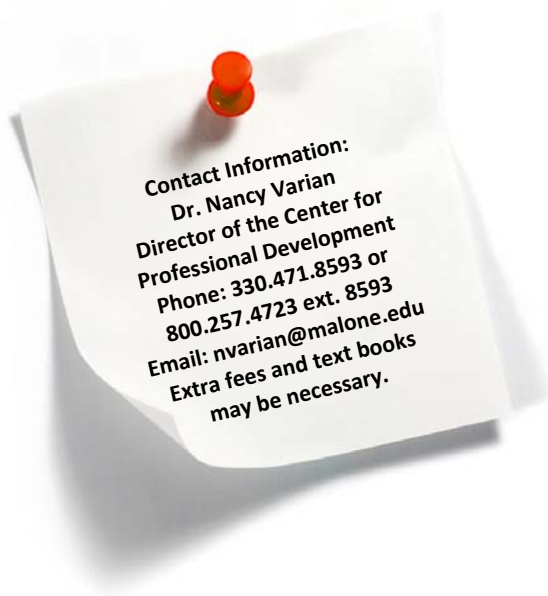
**(Jay Moody)** The course will introduce 21<sup>st</sup> century skills and effective ways to implement them in the classroom. We will cover topics such as computer safety and ethics, creativity and innovation, designing engaging work, global connections, and improved research and presentation skills. Participants will complete several projects of their choosing. (3 graduate credit hours)

Date: TBA

### **5th Annual Literacy Celebration**

Keynote speaker: Pending

Registration for the workshop is \$60.00 (Optional 1 hour graduate credit available with attendance and additional assignment at regular professional development rate of \$165.)



**All workshops are:  
\$165 / graduate credit hour**