



Greek Orthodox Archdiocese Institute

at Saint Demetrios Day School



Greek Orthodox Archdiocese “Staff Development Day” 2017

Tuesday, November 7, 2017 from 8:30am to 12:30pm
Saint Demetrios Astoria

WELCOME & INTRODUCTION

8:30am to 9:00am

All teachers sign-in for the day and report to the auditorium for coffee, a light breakfast, and opening remarks.

KEYNOTE SESSION

9:00am to 9:45am

All teachers in auditorium for keynote address.

Cyberbullying: Recognizing the Signs

It's unfortunate, but cyberbullying—in varying forms—is a daily occurrence for students today. This keynote session explores some of the causes, symptoms, and possible solutions for this growing problem.

BREAK

9:45am to 10:00am

Teachers have fifteen minutes to have refreshments and report to the Greek Program, the Early Childhood Program (Nursery/Pre-K), or a classroom session (K-12).

CLASSROOM SESSIONS

10:00am to 12:30pm

Teachers of K-12 [select one session](#) for registration; then report to a classroom for the session on the day of the event

Analyzing Errors & Giving Effective Feedback

For: K-12 Teachers; Instructional Leaders

Research shows that feedback, including both praise and response to errors, is one of the most significant strategies in supporting student learning. Yet a wide range of factors can challenge even the most seasoned teacher in analyzing errors and responding. To meet these challenges, participants in this workshop will:

- Identify types of errors, break down errors into their root causes, and strategically address them
- Understand key research about feedback and distinguish grading from giving feedback
- Learn techniques for providing effective, actionable feedback to help students meet learning goals

Concept-Based Teaching

For: K–12 Teachers; Instructional Leaders

When teachers teach content in multiple modalities and students apply knowledge to a variety of contexts, conceptual understanding and transfer are increased. Teaching to the concept and providing flexibility and “play” in the active manipulation of content aids memory building and retention, along with ease of access in a variety of different contexts outside the classroom. In this session, participants will learn the foundations of conceptual learning and practice the process for concept-based planning and instruction that will help students build schema to enhance learning and apply and transfer knowledge and understanding. Participants will:

- Understand how concept-based teaching can lead to higher levels of understanding and transfer of knowledge
- Explore the relationship among key concepts, essential questions, skills, and understanding in curriculum development
- Design a unit that leads to conceptual understanding across multiple disciplines

Fostering Parent & Family Engagement with Your School Community

For: K–12 Teachers; Instructional Leaders

What exactly is “parent and family engagement”? How can teachers and school leaders get parents and other family members involved in their student’s school? In this workshop, participants will learn the answers to these and other questions that will help them build a collaborative relationship with the parents and family members of their students, thus fostering academic success for their students and promoting a positive and more-involved school community.

Identifying & Understanding the Needs of Students Receiving Special Education Services

For: K–12 Teachers; Instructional Leaders

Students receiving special education services have needs that differ both from the general student population and among themselves. With an increase of students with special needs in general education settings, teachers must be equipped with the tools to support their individual needs. In this session, educators will explore the common attributes of various disabilities and learn how to provide instructional support in general education classrooms. Workshop participants will:

- Understand common attributes of various disabilities
- Identify specific learning needs of individual students
- Explore strategies for a multi-tiered process of providing instructional support in the general education setting
- Create and use tools to support the continuous progress monitoring of students

Introduction to STEM & Inquiry-Based Learning

For: K–12 Teachers; Instructional Leaders

Twenty-first century careers demand that students develop STEM (science, technology, engineering, and math) habits of mind. STEM topics are focused on together not only because these fields are deeply intertwined in the real world, but because that is how students learn these content areas most effectively. In this workshop, teachers will explore ways to use inquiry-based methods to engage students in investigating the world around them. Workshop participants will:

- Articulate the importance and goals of STEM education in the twenty-first century
- Identify the principles and practices of inquiry-based learning
- Define criteria for a strong inquiry-based learning experience
- Use those criteria to evaluate activities and revise them to make them more inquiry-based
- Explore online resources for collaborative learning
- Use a 5E model for lesson planning to promote inquiry and problem solving

Project-Based Learning

For: K–12 Teachers; Instructional Leaders

Project-based learning is a dynamic, inquiry-based classroom approach in which students gain important knowledge, skills, and understandings by investigating open-ended questions. Project-based learning requires critical thinking, collaboration, and creativity and helps to develop the skills required for success in college, careers, and beyond. In this session, participants will learn the fundamentals of project-based learning and work to develop engaging classroom projects. Participants will also:

- Explore the components of project-based learning
- Understand how project-based learning helps to develop twenty-first century skills
- Examine sample projects
- Design an interdisciplinary project

Tiered Behavioral Interventions

For: K–12 Teachers; Instructional Leaders

High-quality instruction prevents many behavior problems from occurring; however, there are times when teachers must utilize targeted interventions with students who require additional support. This session introduces the idea that a strong school-wide core behavioral support plan is a prerequisite to building a tiered intervention system. Educators explore interventions and strategies for promoting positive behavior and collaborate with colleagues to design a tiered behavioral support system. Workshop participants will:

- Understand the necessity of a strong school-wide core behavioral support plan in building a tiered intervention system
- Explore examples of tiered behavioral interventions and strategies for promoting positive behavior
- Design a tiered behavioral support system