

# Workshop Descriptors

## Stephen Barkley

### 'Questions?' A key component of Innovating, Educating, and Creating

The questions that teachers provide learners play key roles in engagement that produces innovation, learning, and creativity. Maximum engagement and learning occur when students develop the capacity to generate their own questions that promote continued learning, deeper understanding, problem-solving and creativity. Participants will identify and practice eleven questioning protocols developed around the gathering of information, working deeper with information and evaluating and creating solutions and innovations; explore how to embed the questioning strategies to guide student critical thinking during instruction and facilitation; and how to make students conscious of using the process to self-direct their thinking and learning.

### Feedback to Students - What Do We Know About Feedback and Learning?

Students learning new behaviors requires teachers working as coaches....giving feedback when the learners are practicing correctly and "feedforward" (corrections) when changes are needed. Athletic and performing arts coaches use these strategies to guide continuous improvement of their performers. Where are opportunities to empower students in gaining feedback and providing feedback? When is grading effective feedback? How do we close our own knowing-doing gap?

### Tapping Student Effort for Student Achievement

Student achievement is created by student engagement in the emotional and intellectual activities that produce learning. Steve's book Tapping Student Effort... Increasing Student Achievement is built around a formula that reads EFFORT x ABILITY focused on a MANAGABLE TASK equals SUCCESS. When we teach how to learn, we are teaching how to engage with our world. This is the empowerment of being a lifelong learner.

### Peer Coaching----- Job Embedded Professional Learning

Much of the research on teacher learning is pointing to the value of peer coaching as a highly effective form of professional development. Conferencing prior to classroom observation is critical to maximizing the value of coaching. Presenting conferencing strategies from his book Quality Teaching in a Culture of Coaching, Steve will model and guide you in a practice conference.

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## JoAnn Deak

### Why the Brain Cannot Truly Multi-task and What That Means for Teachers and Teaching

So many brain centers combine to do such complex tasks as reading, taking notes, listening to a lecture. Given the neurological wiring of children and adolescents, multi-tasking is an impossibility. Brains do what is called quick seriation. Example: listening to an iPod and doing homework means that the brain must keep switching back and forth, making both tasks less effective and efficient. There are direct implications for teaching!

### BOYS AT RISK: Successful Approaches to Teaching and Parenting

“Higher-education officials have been wringing their hands about our own “lost boys” for years. And yet the flip-flopped gender gap continues to widen: In April 2011, the U.S. Census Bureau released data showing that, for the first time, women have sailed past men in obtaining both bachelor’s degrees and advanced college degrees.”

[The Chronicle of Higher Education, October 2, 2011.]

In addition, a government commission has identified five “crisis level” factors for males: education, emotional health, physical health, father involvement, and work. This workshop focuses on how to create educational and home environments that minimize, or, hopefully erase this trend and these factors. New research focusing on brain and developmental gender differences help to inform more successful and effective educational and parenting practices.

### Combining Character Development and Intellectual Development: A Startling Conclusion of the Recent Brain Research

There is such an extensive literature spanning character development, moral development, the development of sympathy and empathy. In parallel fashion, there is extensive research about cognitive, intellectual, learning or problem solving development in children. Some very recent work is now putting the two together. Do experiences that build sympathy, empathy and compassion also lead to intellectual development? Are there critical time periods for these areas of development? Why would growth in one area lead to growth in the other area? Let’s move beyond theory and opinion and see what the research supports!

### Resilience/Grit/Self-Esteem: Windows of Neurological Opportunity in Developing These Life-Enhancing Characteristics

Whether looking at the hiring practices of global corporations, or the new CLA+ testing being employed by universities to measure probable success of their graduates, core strength, confidence and competence are the new gold standard of achievement. New research is providing insight into important developmental timelines in experiential learning and plasticity of certain brain regions that enhance the growth of these characteristics.

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## **Stuart Stotts**

**Everybody Started Out Small: Connections between brain research and the early childhood classroom. - Teachers of students ages 3-7.**

In the last thirty years, advanced brain-research techniques have given us insight into the ideal conditions for healthy child development. Singing with young children provides many of these conditions, enhancing social skills, building creativity, and laying a foundation for literacy. In this workshop, we'll explore some of this research and learn songs, activities, and strategies to build on this knowledge.

**Arts Integration: The Kennedy Center Definition - Teachers of Students ages 5-14**

Arts include visual, dramatic, musical, movement, and written forms. The arts are a central language in all cultures. An arts integrated approach uses art forms as vehicles to deepen curricular understanding, while also enhancing arts exposure and experiences. In this workshop, participants will explore the definition of arts integration developed by the Kennedy Center in Washington, D.C. in the United States. This definition provides a foundation for deep instructional practices and artistic exploration, and has been adopted by schools around the world.

**Storytelling 101 - Teachers of Students ages 4-11.**

In every culture, storytelling is a central pillar of language development. Over the course of these two sessions, participants will learn why stories are central to language and character development, the essential skills required for storytelling, as well as three stories to tell their students.

**Singing the Words: Lyric Writing in the Classroom - Teachers of Students ages 8-14.**

Music is a natural language for most students. Using lyric writing as a language, learning, and assessment tool allows students to engage in collaborative creative activities while connecting to the curriculum

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## Bill and Ochan Powell

This is a highly interactive, four part workshop that can be taken as a whole or as four stand-alone sessions. It focuses on four keys to differentiation or personalized learning: Knowing your student, Knowing your curriculum, Developing a repertoire of research based instructional strategies and Developing professional collaboration. It is appropriate for teachers -- pre K to Grade 12 and administrators.

### Pre-conference

- Knowing your student (and yourself as teacher):
  - Student characteristics, including, cognition, temperament, intelligence preferences and learning style
  - Learning needs: learning disabilities, ESL, ADHD, gifted and talented
  - Methods of data collection, including Cognitive Coaching<sup>sm</sup>, clinical observation, academic/non-academic grading
  - Using student work/collaborative assessments as a way of knowing our students
- Developing a repertoire of strategies

### Knowing your curriculum

- Teaching at a conceptual level
- Backward design
- Mediating higher order thinking
- Levels of challenge/readiness

### Learning to keep it simple and social (Professional Collaboration)

- Collaboration lessons from two species of garden birds
  - Collaborative skills for differentiation
  - Reflection on how we work together
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## Marv Marshall

Discipline *Without* Stress® Punishments, or Rewards: How to Promote Responsibility & Learning

This session will be an overview of the PROACTIVE and TOTALLY NONCOERCIVE (permissive) discipline and learning system used around the world. The presenter is the creator and will share his Discipline *Without* Stress Teaching Model.

[http://marvinmarshall.com/files/pdf/teaching\\_model.pdf](http://marvinmarshall.com/files/pdf/teaching_model.pdf)

Dr. Marvin Marshall is an American educator, writer, and international speaker who has visited over 100 countries on five (5) continents.

He is a former primary and upper elementary teacher. He has also taught every grade 7-12 in all subject areas. He has served as a school counselor, assistant principal of supervision and discipline, principal of curriculum and instruction, assistant middle school principal, elementary school principal, and district director of education.

How to Handle Every Discipline Problem

Dr. Marvin Marshall will share a more effective approach than using rules, three practical strategies for both your personal as well as your professional life, and how to handle irresponsible behavior.

Simple Strategies for Dealing with Difficult Students

Dr. Marvin Marshall will share a number of specific techniques on how to deal with challenging students.

Tapping Into Internal Motivation to Promote Learning

Dr. Marvin Marshall will share his approach that is more closely aligned to the educational system in Finland (whose test scores rate as high as any in the world) than to most other countries. He will be promoting *responsibility*, rather than aiming toward obedience.

Search under "Finland" at his blog at <http://www.marvinmarshall.com/blog/>

You will learn his *Hierarchy of Social Development* to prompt internal motivation to pursue learning and quality work.

<http://www.marvinmarshall.com/the-raise-responsibility-system/using-the-hierarchy-to-raise-responsibility>

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## Tina Quick

### **TCKs / CCKs: Why Does a Cross-cultural Childhood Matter?**

- **Third culture kid (TCK) profile**
- **Explain the new language of ‘cross-cultural kids’ (CCKs) which serves as an umbrella term that TCKs fall under.**
- **The common realities TCKs and CCKs share**
- **Benefits / Skills/ Gifts of a highly mobile / cross-cultural childhood (interactive group work)**
- **Challenges of a highly mobile / cross-cultural childhood**
- **Two greatest challenges**
- **Identity and belonging**
- **Unresolved grief**
- **The Road Home video and discussion**
- **Helping TCKs/CCKs confront their challenges and leverage their gifts and opportunities**

### **Transitions: Survive or Thrive?**

- Interactive game to gather personal strategies for ensuring successful transitions.
- Introduce the five stages of transition for any major life change
- Discuss each stage in detail looking at the social posture, social status and psychological experience of each.
- Demonstrate how research has shown that people who are prepared for cross-cultural transitions have smoother adjustments hence highlighting the need for training.
- Interactive activity to help participants relate to the stages of transition they have undergone at some point(s) in their lives.
- How to grow from the transition experience
- Using past transition experiences to succeed in future ones
- Brainstorm as a group what schools can do to help families / students transition in or out of their school as well as caring for the ones left behind.

### **TCKs Transitioning Successfully – Repatriation challenges**

- TCK / Global Nomad and CCK profile – lays the foundation for the understanding that TCKs’ life experiences are very different from most of the people they will be surrounded by on their college / university campus.
- Interactive exercise which demonstrates how globally mobile childhoods impact TCKs.
- Video clips to outline some of the most common challenges TCKs face when making the double adjustment to college / university. They must not only make a transition to a new life stage as an independent adult, but to a whole new culture as well, for even the home country culture will be foreign to them in many respects – something that can come as a huge surprise.
- Detailed explanation of The Four ‘Pearls’ – the four most common stumbling

blocks to a successful adjustment and unique to TCKs.

- Identity and belonging (first greatest challenge of TCKs)– introduction of Dr. Schaetti's TCK Identity Development model
- Grief – dealing with loss and separation so it does not grow into unresolved grief – the second greatest challenge of TCKs.
- Dealing with the stages of transition – knowing what is normal and what is not, i.e. when to seek help.
- Relationships – TCKs form relationships very differently from someone who grows up in a traditional, stable, non-mobile community.

### **Culture and Communication**

- **Interactive activity to demonstrate how cultural values and communication styles affect intercultural interactions.**
  - **Definition of culture**
  - **Importance of understanding our own cultural preferences so we are prepared for meeting someone of another culture and interacting successfully.**
  - **The danger of stereotyping**
  - **Individualism vs Collectivism**
  - **High Power Distance vs Low Power Distance**
  - **Monochronic vs Polychronic societies**
  - **Communication styles**
  - **Linear vs circular**
  - **Direct vs indirect**
  - **Verbal vs non-verbal**
  - **Attached vs detached**
  - **Confrontative vs non-confrontative**
  - **Role plays demonstrating how each of these values and styles plays out in a school setting**
  - **Once participants have identified their own cultural preferences they can appreciate how cultures differ and avoid making wrong assumptions about people from another culture. They may even think about how they can modify their own cultural style in preparation for meeting someone of a different culture.**
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