

MIND-FULL TEACHING
PROFESSIONAL DEVELOPMENT SERIES
MINI TOPIC TRAININGS

This PD Series answers the question, “What do teachers need to teach EL and at-risk students well?” Vital pedagogical knowledge and skills are included in each session.

SERVICE	HOURS	VIRTUAL DELIVERY PRICING*	FACE TO FACE DELIVERY 1 DAY – PRICING*
Mini Topics listed below are available for delivery.	Each Mini Topic can be delivered for 1 to 3 hours either Virtually or Face to Face	\$1200 for up to 30	\$2000 for up to 30
FULL DAY PACKAGE OF 4 MINI TOPIC TRAININGS	6 hours	\$2000 for up to 30	\$2400 for up to 30

*Add \$50 for each additional participant.
Pricing is commensurate with competitive rates. Alternate rates may be requested and negotiated.

INSTRUCTIONAL OBJECTIVES	
MINI TOPIC	DESCRIPTION
Mining a Standard	Participants will analyze national or local standards to identify their concepts, processes, cognitive levels and structure.
Bloom’s Taxonomy and Objectives	Bloom’s Taxonomy (old and new) will be explained. Verbs at each level of Bloom’s will be presented in objectives for analysis of student learning.
Writing Differentiated Objectives	Tomlinson’s model of differentiation (content, process, product) will be used to explore ways to write objectives that differentiate instruction for students.
Posting Objectives for Optimal Instruction	Various examples of ways to post objectives will be evaluated to determine the instructional implications. Criteria for effective posting will be shared.
Crafting Objectives Using Language Frames	Process of creating content and language objectives using a language frame will be explained.
Matching Instruction to Objectives	Exploration of how to ensure instruction matches content and language objectives.
Incorporating Objectives While Teaching	Analysis of how to integrate content and language objectives throughout instruction.
Work Session: Objective Writing Practice	The whole session is dedicated to writing content and language objectives.
Distinguishing Between Content and Language Objectives	Practice differentiating between content and language objectives and the reasons why.
Five Types of Language Objectives	Five types of language objectives will be explained and described. Participants will practice identifying the five types and explaining their reasoning.
Tools To Help Design Objectives	Tools such as language supports, content and language verbs and language standards will be shared.

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BUILDING BACKGROUND BASICS

MINI TOPIC	DESCRIPTION
How to Think and Plan for Activating Prior Knowledge	Teaches how schema works as the framework for connecting to what students know. Participants will be shown how to plan lessons so that students can build meaning and memory of concepts being taught.
Using Objectives to Plan for Building Background	Looks at the way content and language objectives can be used as a resource for activating prior knowledge and building background.
Activating Prior Knowledge vs Building Background	Explains the difference between these two important activities in the classroom.
Building Background Resources and Activities	Explores various categories of activities that can be used to build background.
Language Learning and Building Background	Explores how language can be targeted for teaching while building background.

VOCABULARY DEVELOPMENT

MINI TOPIC	DESCRIPTION
Choosing Vocabulary Correctly	Shows teachers the process for developing vocabulary lists that match the instructional objectives for maximum vocabulary development.
Four Types of Vocabulary Words	Discusses the 4 types of vocabulary needed to have a well rounded vocabulary program.
Introducing Vocabulary to Students	Identifies best practice steps for introducing new vocabulary to students.
Designing a Vocabulary Program	Presents the elements required to develop a vocabulary program that is comprehensive for students' language growth.
Embedding Vocabulary Instruction in Daily Instruction	Demonstrates ways to address vocabulary development throughout a lesson.

COMPREHENSIBLE INPUT

MINI TOPIC	DESCRIPTION
Using Speech Effectively to Increase Comprehensible Input	Discusses how the rate, quality and clarity of speech impacts the comprehensibility of information disseminated in the classroom.
Categories of Comprehensible Input Techniques	Provides information on the various types of comprehensible input.
Planning for Comprehensible Input	Uses lesson plans to demonstrate how to add comprehensible input activities and techniques.
Combining Comprehensible Input Techniques for Optimal Teaching	Looks at ways to combine comprehensible input techniques that allows students to increase their access to content.

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LEARNING STRATEGIES

MINI TOPIC	DESCRIPTION
Locating Learning Strategies	Uses national and/or local standards to help teachers locate the learning strategies that need to be embedded in instruction.
Powerful Learning Strategies	Looks at powerful learning strategies designed to help students become independent learners.
Learning Strategies vs Teaching Strategies	Discussion of the difference between learning and teaching strategies and the importance for student achievement.
Teaching Learning Strategies	Provides the steps to teaching learning strategies to students for student independence.
Types of Learning Strategies	Looks at cognitive, metacognitive and language learning strategies.
Planning Learning Strategy Instruction	Looks at short and long term planning to incorporate strategy instruction in the classroom.

SCAFFOLDING

MINI TOPIC	DESCRIPTION
Unpacking the Scaffolding Process	Looks at the steps of the scaffolding process and how to incorporate each during instruction
Teaching with Scaffolding in Mind	Looks at how to make the scaffolding steps a conscious priority during instruction.
Scaffolding to Diagnose Student Struggle	Analyzes how teachers can assess students' achievement difficulty to how lessons are scaffolded.

QUESTIONING

MINI TOPIC	DESCRIPTION
Bloom's Taxonomy and Questioning	Analyzes different approaches to using Bloom's Taxonomy to pose questions in the classroom for student growth.
Essential Questions	Looks at using the Essential Questions method to pose cognitively depthful questions.
Matching Questions to Instruction	Looks at techniques that look at ways to pose the right questions at the right time during instruction.

ENGAGEMENT

MINI TOPIC	DESCRIPTION
Intro to Student Engagement	Looks at the definition of engagement and aspects to consider when increasing engagement in the classroom.
Building an Environment for Engagement	Provides the steps to take to create a classroom environment conducive for optimal student engagement.
Using Students' Lives to Build Engagement	Looks at ways to tap into students' interests to increase classroom engagement.
Teaching Students to Collaborate	Provides processes that support teaching students to work together towards learning goals.
How Emotions Affect Engagement	Looking at the ways in which emotions like frustration, fear, anxiety affect student engagement and how to reverse that dynamic.

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ENGAGEMENT (cont.)

MINI TOPIC	DESCRIPTION
Making Instruction Interesting	Looks at unique and different approaches to instruction that increase student interest.
Building Student Efficacy	Presents strategies to build student competence and capability for increased engagement.

PACING

MINI TOPIC	DESCRIPTION
The Basics of Pacing	Defines pacing and the aspects that need consideration when creating a balance of how fast to present content in the classroom.
Objectives and Pacing	Discusses the ways in which types of objectives impact the pacing of lessons.
Balanced Pacing Strategies	Explores how to incorporate specific strategies to balance the pacing in a classroom to meet all students' needs.

ASSESSMENT

MINI TOPIC	DESCRIPTION
Using Feedback as Assessment	Looks at specific types of feedback that can be used to provide assessment data to both teachers and students.
Effectively Assessing Objectives	Provides examples of ways to use objectives to drive assessments.
Embedding Assessment in Instruction	Explores how various points throughout a lesson can embed an assessment to let teachers know how students are doing.
Making Assessment Fun	Offers specific ways to make assessment an enjoyable part of the lesson for both students and teachers.