

2021-2022 Catalog

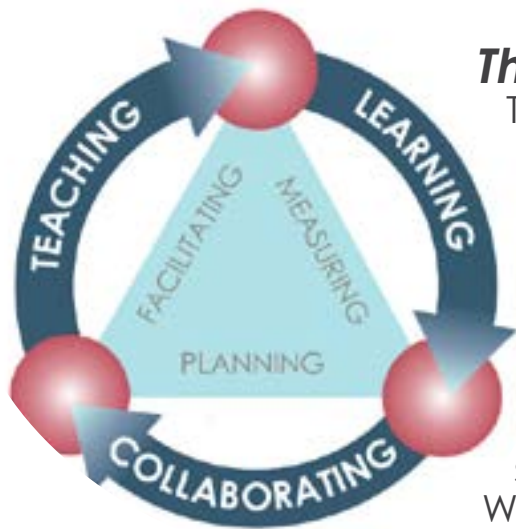
# Teaching & Learning Collaborative



## Services & Solutions

The IU13 Teaching & Learning Collaborative (TLC) Team provides innovative services that are evidence-informed to lead and support the work of learner-driven professionals.

# Welcome



**Thank you** for your interest in partnering with IU13's Teaching and Learning Collaborative (TLC) to facilitate professional learning experiences for your team. The consultants at IU13 have expertise in all areas of teaching and learning including planning (curriculum), facilitating (instruction), and measuring (assessment). Further, our content specialists are poised to provide support in literacy, ELD, STEM, social studies, and instructional technology. In these pages, you will find a collection of offerings from signature programs to professional learning sessions.

We can facilitate many of the sessions in this catalog both online and in-person. We are also happy to customize and develop a program should you not find something that matches your district's specific needs. Please feel free to contact anyone on our team for more information.



## Up-Front Pricing

We believe that as an educational partner and non-profit educational service agency dedicated to serving students, educators, and schools, it is important to demonstrate transparency in everything that we do. If something is unclear, please ask. We're happy to provide a more detailed answer. We also are pleased to provide the following cost-effective pricing for our services with no surprises.

01

### Signature Programs (pages 7-10)

- Each Signature Program has its own price based on what is included in the program.

02

### Communities of Practice (CoP) and Professional Learning Communities (PLC) (pages 11-14)

- Some CoPs/PLCs are offered at no-cost to educators who work in schools in the IU13 region.
- Most PLCs include a series of 4 after-school meetings and 8 hours of Act 48 offered at \$200/participant from an IU13 school and \$230/participant from a non-IU13 school.

03

### Virtual and In-Person Coaching (page 15)

- IU13 districts: \$160/hour
- Non-IU13 districts: \$175/hour + travel costs

04

### Professional Development Offerings (pages 17-35)

- IU13 districts: \$950/day and \$500/half day (or hourly: \$160/hour)
- Non-IU13 districts: \$1050/day and \$550/half day + travel costs (or hourly: \$175/hour)
- Online professional development (contact the facilitator directly for pricing)

05

### Custom Development

- Custom services (anything that is not in this catalog) require a quote.
- Development rate: \$160/hour
- Delivery rate: See rates for professional development offerings listed above



Rates are effective for agreements made and contracts executed on or after April 16, 2021.



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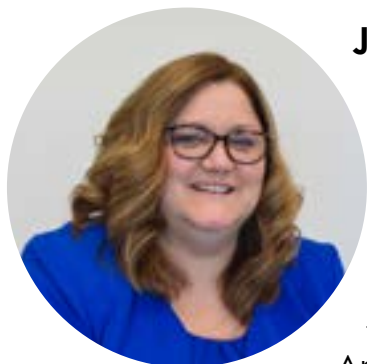
# Our Team



## **Lauren Beal**

Lauren believes that all learners deserve quality STEM opportunities. Lauren has taught middle school and high school science in both urban and rural settings, served as a High School Assistant Principal, an IU consultant, and most recently the Supervisor for Curriculum and Instruction at IU13. In her current position, she advocates for both teachers and students by developing and facilitating a variety of professional learning opportunities, supporting curriculum development and revisions, STEM auditing, instructional coaching, student STEM competitions, and creating connections between educators and industry professionals. Lauren holds a M.S. degree in Geology and Astronomy from West Chester University and an Ed.D. in Educational Leadership and Change from Drexel University. She serves on the board of the Pennsylvania Science Teachers Association (PSTA) and was selected as a Pennsylvania STEM Ambassador. Lauren is an avid runner and enjoys the outdoors, reading, and spending time with family.

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## **Jennifer Bean**

Jen has the pleasure of working at IU13 as both a literacy consultant and ELD coordinator. During her educational tenure, Jen has worked in various school-based positions. She has taught at the elementary, middle and high school levels. She has served as a reading specialist, literacy coach and district reading coordinator in both rural and suburban settings. Currently, she enjoys collaborating with teachers and literacy leaders while consulting on literacy and ELD-related topics. Jen is participating as a member of the PA Text Dependent Analysis Cadre and has served on the PA State English Learner Advisory Board. Jen holds a B.S. in Elementary Education from Plattsburgh State University, a M.S. in Reading from Albany State University, and an Ed.D. in School Leadership from Immaculata University. She also holds Elementary, Reading Specialist, and Principal Certifications. In her free time, Jen enjoys spending time with her husband working on home projects and watching her daughter in her athletic adventures.

# Our Team, continued



## **Kelly Galbraith**

As the Program Director of the Teaching and Learning Collaborative, Kelly is fortunate to lead the extraordinary team of experts at IU13 who support educational professionals in various initiatives related to curriculum, instruction, and assessment. Over the course of her 21-year career in public education, Kelly has served in progressive roles including high school English teacher, reading specialist, literacy coach, high school assistant principal, and IU13 supervisor of literacy. Kelly holds a B.A. in English Education from Ithaca College, a M.Ed. in Teaching and Curriculum from The Pennsylvania State University, an Ed.D. in Educational Leadership from Immaculata University, K-12 Reading Specialist and Principal certifications, and a Superintendent Letter of Eligibility. Kelly has earned Pennsylvania Learning Forward's Professional Developer of the Year Award, she is a nationally certified Literacy Design Collaborative (LDC) coach, and she also serves on the national LDC Board of Directors. Kelly's work at the state level has included serving as the regional lead for educator effectiveness, the LDC state lead for the Keystones to Opportunity Grant, and the PA Department of Education's Career Ready Region 9 Liaison. In her free time, Kelly enjoys morning walks with her dog, Rosie, traveling, and camping with her family.

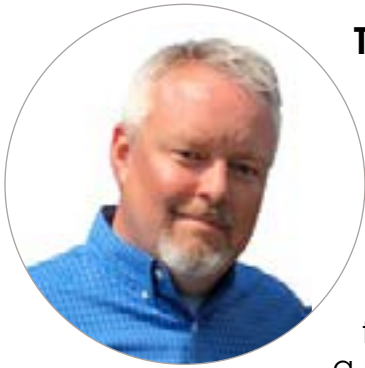
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## **Rachael Haverstick**

As an elementary consultant with IU13, Rachael supports educators in learning and implementing innovative and research-based instructional practices to address the diverse needs of the students they serve. Prior to joining IU13 in 2016, Rachael worked as an elementary classroom teacher, reading specialist, and instructional coach in both urban and suburban schools. In addition to working with elementary educators, she also supports computer science, Classroom Diagnostic Tools (CDTs), Teacher in the Workplace, rotational model, implementing instructional technologies, and curriculum development. Rachael holds a B.S. in Elementary Education from West Chester University, a M.S. in Educational Leadership and K-12 Principal Certificate from University of Scranton, and certification as a Reading Specialist. Rachael is currently pursuing her Instructional Technology Specialist Certificate at Drexel University; she is an Apple Teacher & Trainer, CMU CS Academy Trainer, Google CS First Facilitator, LETRS Classic Facilitator, and BrainPop Certified Educator. Outside of work she enjoys traveling, cycling, and trying new cuisines with her husband and their three daughters.

# Our Team, continued



## **Tim Leister**

Since joining IU13 in 2021, Tim serves as an Instructional Technology Specialist while facilitating the IU's Instructional Media Services (IMS) program. Prior to joining the Instructional Technology team at IU13, Tim was the Instructional Technology Coach and Coordinator at Eastern Lancaster County School District for 13 years after being in the high school science classroom for over 10 years. Tim has many years of experience facilitating a wide variety of face-to-face, blended and virtual professional development sessions. He was a member of the district teams that initiated the district's virtual online academy, implemented their 1:1 student computer program, the PA Hybrid Learning Institute initiative, and the move towards a personalized learning program. Tim graduated from the Pennsylvania State University with B.S. in both Secondary Science Education and Earth Sciences. He earned his M.Ed. from Penn State University in Instructional Systems, with an emphasis in Leadership in Technology Integration. He later earned a certification in eLearning which has fostered his interest in the development of quality online learning experiences. Outside of work, Tim enjoys time with his wife and daughters. He searches out every possible opportunity to be outdoors and play golf.

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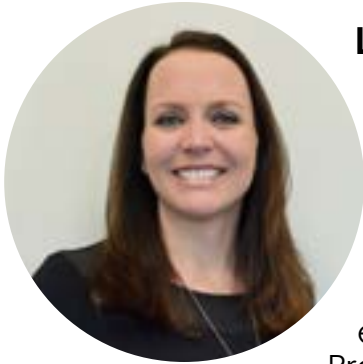


## **Toni Martindell**

Toni Martindell joined IU13 in 2016 as a curriculum and instruction consultant for social studies. She is passionate about innovative approaches to personalized instruction that lead to equitable outcomes for all students. She provides professional learning and consultation services in the areas of social studies curriculum development, equity, project-based learning, implementing instructional technologies, and blended learning. Prior to joining the team at IU13, Toni served as a high school social studies teacher and an instructional coach. Toni graduated from Millersville University with a BSed in Social Studies Education from Millersville University, and holds a MSed in Teaching and Learning from Cabrini College, as well as her K-12 Principal Certification through Wilkes University. Toni is an Apple Teacher, Apple Trainer, Code.org CS Fundamentals Facilitator, and BrainPOP Certified Educator. A Long Island native, Toni loves spending time with her family, baking, and running marathons.



# Our Team, continued



## **Lindsey Risser**

Lindsey is the Manager of Online Learning Services at Lancaster-Lebanon IU13. She manages the Lancaster-Lebanon Virtual Solutions (LLVS) program of more than 2,500 students and is the liaison to 17 member school districts and one nonpublic school. Lindsey has been working with the LLVS program since it began in August 2011. Lindsey received her undergraduate degree in Communications and Public Relations from Millersville University of Pennsylvania. Lindsey has been employed with IU13 for over 10 years. She began her career as the Program Assistant for LLVS, then Online and Technical Support to both LLVS districts and students, and finally Coordinator of Online Learning Services.

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## **Keith Royer**

Keith joined the Instructional Technology team at IU13 in 2021. Prior to joining IU13, Keith spent 14 years as a classroom teacher in Manheim Township and Donegal School Districts, followed by 6 years as a K-12 Academic and Technology Integration Coach at Annville-Cleona School District. He now serves as an Instructional Technology Specialist coordinating the Instructional Media Services (IMS) and providing professional learning and consultation services in the use of instructional technologies, eSports, and blended/hybrid/1:1/personalized learning strategies. Keith graduated from Millersville University with a BSed in Early Childhood and Elementary Education and completed his MSed in Learning Technologies and Media Systems (LTMS) and Instructional Technology Specialist Certification at Harrisburg University.

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## **Ken Zimmerman**

Ken joined the IU13 Instructional Technology team in 2013 as an Instructional Technology Specialist coordinating the Instructional Media Services (IMS) program after serving as a HS Spanish Teacher, World Languages Department Facilitator, and Technology Integration Coach in a local district. Ken now serves as the Teaching & Learning Collaborative Supervisor of Educational Technology providing professional learning and consultation services in the use of instructional technologies and blended/hybrid/1:1/personalized learning strategies. Ken graduated from Millersville University with a BSed in Spanish Education with certification PK-12. He completed his MSed in Curriculum and Instruction with a Focus in Technology at Capella University. He received his Instructional Technology Specialist Certification at Harrisburg University and his PK-12 Principal Certification at Penn State University. Ken is a Schoology Ambassador, Apple Teacher, Apple Trainer, Discovery Education Network (DEN) Star/Ambassador, and a BrainPop Certified Educator in addition to serving as an officer for PA Instructional Media Services (PAIMS) via the Pennsylvania Association of Intermediate Units (PAIU).





## Signature Programs

### **Personalized Learning Academy (PLA)**

IU13 offers a comprehensive and cohesive program to support you in meeting your district's goals and learners' needs through the Personalized Learning Academy (PLA). In 2021-22, the journey continues into our 4th year of the program. New districts interested in personalized learning may join Cohort 4.

#### **Phase 1:**

Teams of 4-6 district administrators/leaders participate in sessions with nationally-renowned presenters and engage in action planning during the fall and winter. Further, each district receives 25-30 seats per selected session for key personnel (administrators, instructional coaches, technology integrators, supervisors, department chairs, and/or key teacher leaders) to participate in professional learning in the spring and summer.

#### **Phase 2:**

District leaders and key personnel strengthen their capacity to support the implementation of personalized learning through an online "train-the-trainer" course in the fall, year-long participation in affinity groups, and collaborative development of learning progressions.

#### **Phase 3:**

District leaders and teacher leaders will continue to build background knowledge, common understanding, and capacity of all professional staff to scale, coordinate, and sustain personalized learning. Throughout phase 3, participants will participate in monthly webinars, online mini segments, and a PLA Spring Network Convening. Phase 3 also introduces the addition of virtual coaching for teachers to support implementation (Optional).



# PLA 2021-22 Key Information and Dates

## Phase 1

**Orientation:** September

**LEAP Survey Administration:** October - December

**Linda Laughlin:** October

**Jim Rickabaugh:** November

**Using Data to Lead Change:** January

**Scaling Change & Action Planning:** January

**Action Planning:** January - March

**Five Foundations (choose 3):** April - August Sessions

- Curriculum & Assessment: The Sound Foundation for Personalized Learning
- Project-Based Learning: A Learner-Centered Approach to Personalized Learning
- 21st Century Learning: A Framework for Successful Personalized Learning
- Technology Integration: Leveraging Resources for Personalized Learning
- Cognitive Rigor: Ensuring Depth & Complexity with Personalized Learning

**\$9,900**/IU13 district for 4-6 administrators in Fall and 25-30 Teacher Leaders in Spring

**\$11,400**/non-IU13 district for 4-6 administrators in Fall and 25-30 Teacher Leaders in Spring

**\$900**/person for additional administrators

## Phase 2

**Kick-Off:** September

**Action Plan Review and Refinement:** September - May

**Affinity Groups:** Meet monthly, October - May

**Train-the-Trainer Online Course:** October - May

**Learning Progression Development:**

- ELA - 4 days each in the Spring
- Math - 4 days each in the Spring
- Science - 4 days each in the Spring
- Social Studies - 4 days each in the Spring

**\$9,900**/IU13 district - 25-30 Administrators and Teacher Leaders

**\$11,400**/non-IU13 district - 25-30 Administrators and Teacher Leaders

**\$400**/person for additional participants

## Phase 3

**Monthly Webinars:** October - May

**Teacher Competencies Self-Awareness Tool:** October

**Teacher Online Mini Segments Educator Competencies Course:** October - May

**Action Plan Review and Refinement:** September - May

**PLA Spring Network Convening, Showcase & Cohort Celebration:** April/May

**\$9,900**/IU13 district - Unlimited administrators and teachers in online mini-segments

**\$11,400**/non-IU13 district - Unlimited administrators and teachers in online mini-segments

Visit the [IU13 PLA](https://iu13pla.org) site to learn more. For more information, please contact Ken Zimmerman at (717) 606-1791 or [ken\\_zimmerman@iu13.org](mailto:ken_zimmerman@iu13.org).



## Signature Programs

### Program Audits

IU13 offers a variety of formal audits to districts across the Commonwealth. Each audit is unique to a school district, but in general IU13 provides program audits in the following areas: Literacy, Mathematics, Science, STEM, and Social Studies. Audits can include all grades in a district (K-12), or a limited number to focus findings at the elementary, middle, or high school level.

#### What is a program audit?

A program audit is an analysis of the curriculum and instruction program in a school or district by an outside reviewer. The purpose is to determine the degree of alignment, consistency, and quality of the educational program. The focus of the audit may be limited to one or just a few content areas, or include all content areas. The audit could also concentrate on any number of grades and schools.

#### What occurs during a program audit?

During the audit process, curriculum documents are examined. In addition, classroom observations, interviews, and focus groups are conducted during site visits. Surveys may be used to collect additional input as needed. The data collected from document review and site visits are analyzed to establish findings. At the completion, a report summarizes findings, and provides priorities for action.

#### How long does a program audit take?

In general, a program audit takes 6-9 months. Document review takes about 2-3 months from the time the district documents are received by IU13. It is preferable for this step to occur prior to site visits, but may overlap. Then, depending on the number of classrooms to observe and scheduling ease, site visits take an additional 2-3 months to complete. Following the completion of the document review and all site visits, 2-3 months are required to write the audit report.

#### What categories and criteria are audited?

There are four program categories that are typically included in the audit process: 1) Curriculum, 2) Assessment, 3) Instruction, and 4) Resources. Everything from alignment to standards and the level of cognitive rigor to balance of assessments to the learning environment are included in the audit.

#### How and when are the findings shared?

An oral report is provided to the contact person by the lead auditor by phone about one month after the final site visit. The written report is submitted to the district contact person by email in the form of a PDF about one month later. It is the district's decision as to how and when the report is shared with staff, the Board of Directors, and the community. A follow-up meeting may also be requested.

#### How much does an audit cost?

The short answer is, it depends. The number of content areas, grades, schools, and components that are part of an audit all determine the price. A no-risk, complimentary consultation is the best way to discuss your district's needs and determine an accurate quote.

For more information, please contact Lauren Beal at [lauren.beal@iu13.org](mailto:lauren.beal@iu13.org).



## Signature Programs

### Lancaster-Lebanon Virtual Solutions

Lancaster-Lebanon Virtual Solutions (LLVS) is part of the largest online learning consortium in the state of Pennsylvania. Membership in LLVS provides students with engaging, high quality curriculum. The courses are customized to fit their needs, while teaching valuable technology skills that are essential for success in the 21st century.

### Options for Every Learner

Our goal is to increase the options available to your students. The administrative support of IU13 and the quality, flexible nature, and diversity of available courses allow you to offer programs that meet a variety of student needs, including:

- Full-time cyber school and single course options
- On site or remote classes
- Unique STEM and foreign language courses
- Credit recovery, summer school and advanced placement
- Option for half-day vocational or technical school students
- Choice for students with disabilities that can be served in an online environment
- Flexible schedules for students with jobs, family obligations or children
- Instruction for students with health issues, etc. that mean missing significant class time

### Benefits of LLVS

- **Retain and attract students** – Offering expanded course selections, online learning opportunities and a highly competitive full-time cyber school option is a cost-effective way to retain and even bring back students who might leave to attend other schools.
- **Flexible learning options** – LLVS programs can adapt to fit individual student needs. Students can learn at the right pace for them, at the time and place they choose.
- **Highly engaging curriculum** – We use state-of-the-art curriculum designed to be engaging and fun while targeting multiple learning styles.
- **Provide rich opportunities** – Choose from a variety of courses designed to allow students to pursue their academic interests, and develop a path for success after high school.
- **Proven methods combined with innovative techniques** – LLVS utilizes EdisonLearning, Accelerate Education, Apex Learning, eDynamic Learning, and Odysseyware - some of the most experienced teams in online learning.
- **Academic excellence** – We believe that a rigorous, well-rounded curriculum with a strong base in Science, Technology, Engineering, and Math (STEM) is the key to success in the 21st century global economy.

For more information, please contact Lindsey Risser at (717) 947-1517 or [lindsey\\_risser@iu13.org](mailto:lindsey_risser@iu13.org).





## Communities of Practice

IU13 facilitates a variety of Communities of Practice (CoP) as a value-added service to our school districts in Lancaster and Lebanon Counties. The job-alike groups listed below are provided at no cost to educators who work in member districts. Please note that there are eligibility requirements for attendance at some of these meetings, which are listed in the descriptions. For more information about a specific CoP, please reach out to the listed contact person. Registration is via [Frontline Professional Growth](#) (formerly MLP).

### Curriculum Coordinators' Meetings

**Contact:** Joey Rider-Bertrand, [joey\\_bertrand@iu13.org](mailto:joey_bertrand@iu13.org)

This job-alike group offers assistant superintendents, curriculum directors, and similar administrators who work in public school districts in Lancaster and Lebanon Counties with the opportunity to collaborate with colleagues and build personal capacity to lead at the district level. Meetings are held monthly in Lancaster and/or virtually with Zoom, and are by invitation.

### Principals' Collaborative

**Contact:** Kelly Galbraith, [kelly\\_galbraith@iu13.org](mailto:kelly_galbraith@iu13.org)

This collaborative provides elementary, middle, and high school principals, assistant principals, and deans of students who work in public schools in Lancaster and Lebanon Counties with the opportunity to network with colleagues and build personal capacity to lead at the school level. Meetings are held virtually on a monthly basis. Registration is requested.

### STEM Leadership Collaborative

**Contact:** Lauren Beal, [lauren\\_beal@iu13.org](mailto:lauren_beal@iu13.org)

This collaborative gives science, technology/engineering, math, and STEM leaders the opportunity to network with colleagues, build personal capacity to lead, and stay informed of the latest STEM updates. Meetings are held in September, November, January, and March at IU13 in Lancaster and/or virtually with Zoom. Registration is requested.

### Literacy Leaders' Collaborative

**Contact:** Jennifer Bean, [jennifer\\_bean@iu13.org](mailto:jennifer_bean@iu13.org)

This collaborative gives literacy and Title I leaders the opportunity to network with colleagues, build personal capacity to lead, and stay informed of state and federal Title I information. Meetings are held in September, November, January, March, and May at IU13 in Lancaster and/or virtually with Zoom. Registration is requested.

### ELD Administrators' Collaborative

**Contact:** Jennifer Bean, [jennifer\\_bean@iu13.org](mailto:jennifer_bean@iu13.org)

This collaborative gives ELD administrators the opportunity to network with colleagues, build personal capacity to lead, and stay informed of state and federal Title III information. Meetings are held in October, February, and May at IU13 in Lancaster and/or virtually with Zoom. Registration is requested. There is no cost to ELD Consortium Members.

## Communities of Practice, continued

### Early Learning Collaborative

**Contacts:** Terri Lewis, [therese\\_lewis@iu13.org](mailto:therese_lewis@iu13.org) and Jennifer Houser, [jennifer\\_houser@iu13.org](mailto:jennifer_houser@iu13.org)

The purpose of this collaborative is to give district leaders and early learning providers an opportunity to network about early learning topics for birth to grade 3 students including kindergarten transition, family engagement, community partnerships, and literacy. Meetings are held in October, January, and April at IU13 in Lancaster and/or virtually with Zoom. Registration is requested.

### Tech Media Integrators' Collaborative

**Contact:** Tim Leister & Keith Royer, [timothy\\_leister@iu13.org](mailto:timothy_leister@iu13.org), [keith\\_royer@iu13.org](mailto:keith_royer@iu13.org)

These monthly meetings provide school district technology and media staff with a forum for professional learning and sharing the uses of technology and media in curriculum and instruction. These collaborative meetings focus on participant needs and professional development supporting technology integration to maximize student learning. Meetings are held in September, October, November, January, March, and May in Lancaster and/or virtually with Zoom. There is no cost to IU13 IMS member districts. Registration is requested.

### Librarians' Collaborative

**Contact:** Tim Leister & Keith Royer, [timothy\\_leister@iu13.org](mailto:timothy_leister@iu13.org), [keith\\_royer@iu13.org](mailto:keith_royer@iu13.org)

The purpose of this collaborative is to provide Lancaster and Lebanon County library stakeholders, including AccessPA member libraries, with pertinent information concerning technology tools, ethical and legal issues, and professional development on the integration of IMS and other tools/strategies. Meetings are held in September, November, January, March, and May at IU13 in Lancaster and/or virtually with Zoom. There is no cost to IU13 IMS member districts. Registration is requested.





## Professional Learning Communities

IU13 PLCs are after-school, professional learning series with Act 48 awarded based on participation. Registration is via [Frontline Professional Growth](#) (formerly MLP). The rates for PLCs are (unless otherwise noted): \$200/participant from an IU13 school or \$230/participant from a non-IU13 school.

### K-12 Literacy PLC

**Contact:** Jennifer Bean, [jennifer\\_bean@iu13.org](mailto:jennifer_bean@iu13.org)

**Target Audience:** Reading specialists, literacy coaches, supervisors, department chairs, and teachers

**Meeting Time/Dates:** 4:00-6:00 PM; September 28, November 16, February 15, April 26  
Weather Make-up – March 15

### Elementary STEM PLC

**Contact:** Rachael Haverstick, [rachael\\_haverstick@iu13.org](mailto:rachael_haverstick@iu13.org)

**Target Audience:** K-8 teachers of STEM, STEM coaches, and elementary classroom teachers

**Meeting Time/Dates:** 4:00-6:00 PM; September 28, November 16, February 15, April 26  
Weather Make-up – March 15

### K-12 Science PLC

**Contact:** Lauren Beal, [lauren\\_beaal@iu13.org](mailto:lauren_beaal@iu13.org)

**Target Audience:** Science teachers, supervisors, department chairs, and elementary teachers of science

**Meeting Time/Dates:** 4:00-6:00 PM; September 28, November 16, February 15, April 26  
Weather Make-up – March 15

### K-12 Mathematics PLC

**Contact:** Lauren Beal, [lauren\\_beaal@iu13.org](mailto:lauren_beaal@iu13.org)

**Target Audience:** Math teachers, supervisors, department chairs, and elementary teachers of math

**Meeting Time/Dates:** 4:00-6:00 PM; September 28, November 16, February 15, April 26  
Weather Make-up – March 15

### Social Studies PLC

**Contact:** Toni Martindell, [toni\\_martindell@iu13.org](mailto:toni_martindell@iu13.org)

**Target Audience:** Social studies teachers, supervisors, department chairs, and elementary teachers

**Meeting Time/Dates:** 4:00-6:00 PM; September 28, November 16, February 15, April 26  
Weather Make-up – March 15

# Professional Learning Communities, continued

## Technology & Engineering PLC

**Contact:** Lauren Beal, [lauren\\_beal@iu13.org](mailto:lauren_beal@iu13.org)

**Target Audience:** Technology/engineering teachers, supervisors, and department chairs

**Meeting Time/Dates:** 4:00-6:00 PM; September 28, November 16, February 15, April 26

Weather Make-up – March 15

## Health & Physical Education PLC

**Contact:** Stef Fyock, [stephanie\\_fyock@iu13.org](mailto:stephanie_fyock@iu13.org) (Facilitator: C.J. Freeman, SDOL HPE Specialist)

**Target Audience:** Health & physical education teachers, supervisors, and department chairs

**Meeting Time/Dates:** September 28, November 16, February 15, April 26

Weather Make-up – March 15

**ELD PLC** (no charge for IU13 ELD consortium districts; \$50/person/meeting for non-consortium)

**Contact:** Jennifer Bean, [jennifer\\_bean@iu13.org](mailto:jennifer_bean@iu13.org)

**Target Audience:** Educators in ELD consortium districts

**Meeting Time/Dates:** 4:00-7:00 PM; September 21, October 19, December 7, January 18,

March 15, April 26, May 24

## Pennsylvania Institute for Instructional Coaches (PIIC)

**Contact:** Toni Martindell, [toni\\_martindell@iu13.org](mailto:toni_martindell@iu13.org)

**Target Audience:** Instructional coaches, department heads, teacher leaders

**Meeting Time/Dates:** 8:30-11:30AM; September 28, 2021, October 20, 2021, December 7, 2021, January 11, 2022\*, February 15, 2022\*, April 5, 2022, May 3, 2022

*\*These meetings will take place 12:30-3:30 PM*

During these times of uncertainty and frequent, fast-paced changes, teachers need coaches more than ever, and coaches need support and networking opportunities to provide high quality and responsive support. As districts emerge from post-Covid instructional mode shifts, the need to support unfinished learning, create equitable learning spaces, address social-emotional needs, and plan targeted instruction to accelerate learning will be prevalent. The IU13 PIIC coaches' meetings will provide opportunities for instructional coaches in Lancaster and Lebanon counties to:

1. Network around educational challenges and opportunities such as, unfinished learning, diversity, equity, and inclusion, as well as learning acceleration.
2. Gain support from other PIIC coaches and PIIC mentor
3. Share issues, concerns and solutions

**Annual cost:** \$350 per coach, \$1,400 for up to five coaches, \$1,800 for six or more coaches.

## Enriched Virtual Forum

**Contact:** Tim Leister, [timothy\\_leister@iu13.org](mailto:timothy_leister@iu13.org)

**Target Audience:** District cyber advisors, administrators, and teachers

**Meeting Time/Dates:** TBD - Monthly meetings will begin June 2021

The purpose of this forum is to support district cyber academies to collaboratively customize vendor content and/or develop high quality course content to share with IU13 districts via Schoology/Canvas to supplement and enrich current district virtual programs. Topics will include: National Standards for Quality Online Courses, Quality Matters partnership for use of rubric and review process, Accessibility and WCAG compliance, using LLVS Accelerate Ed content in Schoology/Canvas, and using OER and other instructional online content in Schoology/Canvas. Districts will form a district course development and review committee who will participate in this Enriched Virtual Forum.

**Annual Cost:** Included for all those currently participating in LLVS, \$1,900 for non LLVS districts





## Coaching

The TLC Team offers an array of coaching opportunities to teachers and administrators. Each one-on-one or small group session can occur virtually or in-person and is customized based on the needs and/or interests of the participant(s). In addition, IU13 strives to establish effective coaching relationships, which are so important to the success of this form of professional learning. If you are interested in learning more about coaching for yourself, your team, or someone that you supervise, please contact any of the facilitators listed for each type of coaching.

### Instructional Coaching for Teachers

IU13 consultants provide non-evaluative, job-embedded coaching for teachers to support instructional planning, delivery, and/or assessment related to many content areas or processes. Instructional coaching builds knowledge and capacity of teachers by differentiating professional learning and follow-up support based upon teacher needs. Possible areas of instructional coaching include:

#### Instructional Technology Coaching

Facilitators: Ken Zimmerman, Toni Martindell, Tim Leister, Keith Royer

#### Project-Based Learning Coaching

Facilitators: Ken Zimmerman, Toni Martindell

*All facilitators are certified by PBLWorks, formerly The Buck Institute for Education.*

#### Literacy Coaching

Facilitators: Jennifer Bean, Rachael Haverstick

#### Math Coaching

Facilitator: Rachael Haverstick

#### STEM Coaching

Facilitator: Rachael Haverstick

### Coaching for Administrators

This coaching for district and school administrators focuses on building leadership capacity at the district, building, and/or classroom level. Depending on the needs of the individual administrator, school, and/or district, a member of the IU13 TLC team with appropriate expertise and experience facilitates professional learning in any of the following areas:

#### Data Coaching

**Facilitators:** Kelly Galbraith, Lauren Beal, Rachael Haverstick

Support for principals and district office administrators in accessing, analyzing, and using local and state data to make informed decisions. All facilitators are trained by Victoria Bernhardt Associates.

#### Curriculum Coaching

**Facilitators:** Kelly Galbraith, Lauren Beal

Support for curriculum coordinators, supervisors, department chairs, and principals in aligning, developing, implementing, and sustaining high-quality, viable curricula.



## Services to Support Diversity, Equity, and Inclusion

The IU13 TLC team provides a range of fee-based and no-cost services to support school districts with their diversity, equity, and inclusion (DEI) efforts. Fee-based services include professional development offerings for staff. No-cost equity concierge services to member districts will assist administrators with both facilitating their own diversity, equity, and inclusion committee meetings and making connections with experts and resources to support their DEI work.

### Foundations of Diversity, Equity, and Inclusion

**Duration:** 3 hours

**Facilitators:** Toni Martindell

Equity is a word that is heard frequently in academic and political spheres, as stakeholders continue the process of examining our communities to eliminate the barriers inherent to our systems. Equitable practices are for ALL students. In this session, participants will develop common definitions of diversity, equity, and inclusion, examine self perceptions and beliefs, and explore tools, resources, and strategies to redress inequities in their school settings.

### Culturally Responsive Teaching and Learning For All

**Duration:** 3 hours

**Facilitators:** Toni Martindell

Culturally responsive pedagogy is an instructional approach based on the fact that culture inherently impacts the teaching and learning process. In this interactive session, participants will build a collective understanding of culturally responsive pedagogy, explore self perceptions, discover strategies to support culturally responsive pedagogy, and put these ideas into practice by planning for culturally responsive learning opportunities that empower all learners.

### Diversity, Equity, and Inclusion (DEI) Committee Development and Support

**Facilitator:** Toni Martindell

This support will guide district and building leadership in identifying key stakeholders and committee members, establish a vision and mission for diversity, equity, and inclusion, help in the facilitation of an equity audit, and use data based decision making to develop action plans centered around creating equitable and inclusive schools. (There is no cost to IU13 member school districts in 2021-2022).



## Professional Development **Planning Teaching & Learning**

### **Fundamentals of Curriculum Design (Curriculum 101)**

**Duration:** 1 day

**Facilitators:** Jennifer Bean, Lauren Beal, Rachael Haverstick, Toni Martindell

This session provides participants with an overview of curriculum design in five parts:

1) curriculum alignment, 2) key concepts, 3) articulation & coordination, 4) using data, and 5) assessment.

### **Curriculum Needs Assessment** (Literacy, Science, Math, Social Studies)

**Duration:** 1.5 days

**Literacy Facilitator:** Jennifer Bean

**Science/STEM Facilitator:** Lauren Beal

**Social Studies Facilitator:** Toni Martindell

**Math Facilitator:** Rachael Haverstick

In this work session, a team of educators tasked with making curriculum revisions/updates are guided by an IU13 consultant through an internal curriculum review process to improve alignment and sequencing.

### **Curriculum Development** (Literacy, Science, Math, Social Studies)

**Duration:** 4 days

**Literacy Facilitator:** Jennifer Bean

**Science/STEM Facilitator:** Lauren Beal

**Social Studies Facilitator:** Toni Martindell

**Math Facilitator:** Rachael Haverstick

In this work session, a team of educators tasked with writing curriculum are guided by an IU13 consultant through an evidence-based curriculum alignment and writing process.

### **Curriculum System Design for Administrators**

**Duration:** 4 half days

**Facilitators:** Kelly Galbraith, Lauren Beal

Over four half days (not consecutive), administrators tasked with designing/redesigning a district-wide curricular system (cycle, processes, formats, templates, timelines, etc.) will receive support from an IU13 consultant. Note: This service includes consultation and technical assistance, not formal presentations.

## Planning Teaching & Learning, continued

### Instructional Technology Alignment

**Duration:** 2-3 days per topic

**Facilitators:** Ken Zimmerman, Keith Royer, Tim Leister

- **Digital Scope and Sequence Alignment** – Review digital resources, ascertain usage, make recommendations to avoid content provider fatigue, examine usage reports and recommend adjustments, determine if current resources align with vision, and customize to fit district needs.
- **Professional Learning Framework Alignment** – Review ISTE standards, identify indicators and create considerations specific to district, provide a crosswalk with Learning Forward PD standards and the Danielson Framework, and identify flexible PD opportunities.
- **Instructional Technology 3-Year Alignment** – Outline how the current CoSn Hurdles are/will be addressed in the district, identify accelerators, identify tech enablers, and utilize the Digital Tool Kit as a guide to inform instructional technology planning and development.







## Professional Development **Measuring Teaching & Learning**

### **Fundamentals of Assessment Design**

**Duration:** 1-2 days

**Facilitator:** Lauren Beal

This session will guide participants in reviewing, revising, and/or designing assessments and scoring guides aligned to standards. Participants will explore best practices in designing selected-response, short-constructed response, and extended-constructed response assessment items.

### **Common Assessment Development (Literacy, Science, Math, or Social Studies)**

**Duration:** 4 days

**Literacy Facilitator:** Jennifer Bean

**Science/STEM Facilitator:** Lauren Beal

**Math Facilitator:** Rachael Haverstick

**Social Studies Facilitator:** Toni Martindell

In this work session, a team of educators tasked with developing common assessments are guided by an IU13 consultant through an evidence-based assessment writing process.

### **Assessment System Design for Administrators**

**Duration:** 4 half days

**Facilitators:** Lauren Beal, Jennifer Bean

Over four half days (not consecutive), administrators tasked with designing/redesigning a district-wide assessment system (cycle, processes, timelines, selection, data collection) will receive support from an IU13 consultant. Note: This service includes consultation and technical assistance, not presentations.

### **Developing Quality Performance-Based Assessments**

**Duration:** 1 half day

**Facilitator:** Toni Martindell

In this 3-hour session, participants with existing performance-based assessments will learn a process for self-assessing their own performance tasks and rubrics to ensure quality design.

## Measuring Teaching & Learning, continued

### Formative Assessment Strategies

**Duration:** 1 half day

**Facilitator:** Rachael Haverstick

In this 3-hour session, participants will explore the benefits of and strategies for using formative assessments to provide teachers and students with just-in-time information about what students know and understand, and areas where more support is needed.

### Standards-Based Grading: Myths and Realities

**Duration:** 1 day

**Facilitators:** Lauren Beal, Jennifer Bean

This session focuses on the myths and realities of standards-based grading, as well as shifting mindsets in order to dive into measuring student progress toward mastery of standards.

### Classroom Diagnostic Tools (CDTs)

**Duration:** 1 half day - 1 day

**Facilitator:** Rachael Haverstick

A variety of options are available to support the implementation and ongoing use of PDE's CDTs including. Contact IU13 to plan an overview of the benefits of using CDTs, steps to implementation, student conferencing, analyzing data, as well as more customized professional development.





## Professional Development **Facilitating Teaching & Learning**

### **Introduction to Project-Based Learning**

**Duration:** 1 day

**Facilitators:** Ken Zimmerman, Toni Martindell

Welcome to the Gold Standard of Project-Based Learning where participants will be provided a PBL experience diving deeper into the 8 Essential Project Design Elements. Participants will learn about and explore each element and how they relate to designing, assessing, and managing projects.

### **Meeting the Needs of ALL Learners through Differentiation**

**Duration:** 1 half day

**Facilitator:** Rachael Haverstick

Differentiation can be viewed through the lenses of process, product and content. This session will focus on each of these lenses and provide participants with opportunities to apply learning to content areas.

### **Increasing Rigor**

**Duration:** 1 day

**Facilitators:** Jennifer Bean

Participants will explore the characteristics of a rigorous classroom, consider how to differentiate to increase cognitive demand within content areas, and create authentic learning opportunities.

### **Co-Teaching and Collaboration for English Learners**

**Duration:** 1 day

**Facilitator:** Jennifer Bean

Participants will examine models for co-teaching and collaboration that utilize instructional strategies for English learners, as well as real-life case studies that depict challenges and successes of co-teaching.

### **The Danielson Framework for Teaching for New Teachers**

**Duration:** 1 day

**Facilitator:** Kelly Galbraith, Toni Martindell

This training introduces teachers to the Danielson Framework for Teaching, the observation process, and evidence collection under PA's statewide educator effectiveness system.

## Facilitating Teaching & Learning, continued

### Student Learning Objectives for New Teachers

**Duration:** 1 half day

**Facilitator:** Toni Martindell

This session will guide teachers in selecting student learning objectives, determining student expectations, and completing PDE's SLO template.

### Supervising Teachers with Danielson's Framework for Teaching

**Duration:** 1 day

**Facilitator:** Kelly Galbraith

This session for new administrators introduces Danielson's Evaluation Instrument, five best practices for teacher supervision and evaluation, and the recommended formal observation process.

### PDE Framework for Leadership for Administrators

**Duration:** 1 half day

**Facilitator:** Kelly Galbraith

Administrators who attend this session will explore PDE's Framework for Leadership rubric and hold discussions about how PA's principal effectiveness system can fit into and enhance existing systems.







## Professional Development **Facilitating Teaching & Learning of STEM**

### **STEM for All**

**Duration:** 1 day

**Facilitators:** Lauren Beal, Rachael Haverstick

Participants will develop a foundation for STEM education, dive into STEM challenges, discuss STEM instructional strategies and resources, and examine the Engineering Design Process.

### **Integrative STEM**

**Duration:** 1 day

**Facilitators:** Lauren Beal, Rachael Haverstick

This day is designed for cross content collaboration where participants will explore various levels of STEM integration. Attendees will access content specific standards to start making connections among disciplines in order to develop integrative STEM challenges that are standards aligned.

### **Next Generation Science Standards (NGSS) Bootcamp**

**Duration:** 1 day

**Facilitators:** Lauren Beal

Participants will develop a foundational understanding of the Next Generation Science Standards (NGSS) and 3-dimensional learning while engaging in a phenomenon-based learning experience that emphasizes the use of science and engineering practices to teach critical, in depth science concepts. Resources to support NGSS will be provided as well as materials that connect NGSS with PA Academic Standards for Science and Technology.

### **STEM Notebooking**

**Duration:** 1 half day

**Facilitators:** Lauren Beal, Rachael Haverstick

Proficiency in STEM is NOT possible without proficiency in language. This session will explore the power of using STEM notebooking to deepen student knowledge before, during and after engaging in hands-on learning experiences. Strategies for STEM notebooking will be shared.

### **Shifts and Practices of the PA Core Math Standards**

**Duration:** 1 day

**Facilitator:** Rachael Haverstick

The PA Core Math Standards contain significant shifts in content and incorporate the Standards for Mathematical Practice that represent how we think about and make sense of problem solving. This session will unpack these shifts and practices while providing participants with resources to intentionally embed the practices into everyday instruction. Time for resource exploration will be included.

## Facilitating Teaching & Learning of STEM, continued

### Shifting the Focus in Primary Mathematics

**Duration:** 2 days

**Facilitator:** Rachael Haverstick

This 2-day workshop is designed to give primary educators (K-2) background knowledge and strategies to ensure learners gain a deeper understanding of the mathematical concepts that are critical for continued success in mathematics. In addition to a focus on the PA Core Standards for Mathematics, participants will also become familiar with the Standards for Mathematical Practice and effective mathematics teaching practices. Participants will explore and plan ways to provide learning opportunities to young learners that allow them to not only discover and learn the *how* of mathematics concepts, but also *why*.

### Unpacking the CSTA Standards & K-12 CS Framework

**Duration:** 1 day

**Facilitator:** Rachael Haverstick

In January of 2018, the Pennsylvania State Board of Education endorsed the Computer Science Teacher Association (CSTA) K-12 Standards. During this session participants will become familiar with the CSTA K-12 standards, which delineate the concepts students are to know and what practices students are to be able to do at various grade-level bands on the K-12 CS Framework. This session will also highlight the importance and relevance of CS for ALL learners and time for participants to explore CS concepts.

### Computational Thinking - An Essential Skill

**Duration:** 1 day

**Facilitator:** Rachael Haverstick

Computational thinking is a way of solving problems and designing systems and solutions. While computational thinking is closely connected to STEM and computer science, it is a critical skill to develop for students and goes well beyond computer science. In this session participants will develop an understanding of Computational Thinking, explore the Computational Thinking Toolkit (developing in collaboration by ISTE and CSTA), and consider the ways in which they can develop computational thinkers in their own classrooms.

### Design + Computer Science: Hands on Design Challenges & Project Based Learning

**Duration:** 1 day

**Facilitator:** Lauren Beal, Rachael Haverstick

In this workshop, educators will begin to understand how design challenges can be used to help students find relevance and see the connection between computer science and design thinking by applying related skills to solve problems.

### Code.org K-5 Fundamentals

**Duration:** 1 day

**Facilitator:** Toni Martindell

This professional development workshop provides participants with knowledge and confidence in teaching computer science basics and experience using online and “unplugged” computer science activities. Participants will leave with the CS Fundamentals curriculum guide as well as a link to order free teaching materials. The CS Fundamentals curriculum consists of CSTA standards-aligned courses for K-5 students that build upon each other to ensure continuing students stay interested and learn new things. This allows you to use the same course at any grade level for all students, regardless of their experience.

## Facilitating Teaching & Learning of STEM, continued

### CS First with Google

**Duration:** 1 day

**Facilitator:** Rachael Haverstick

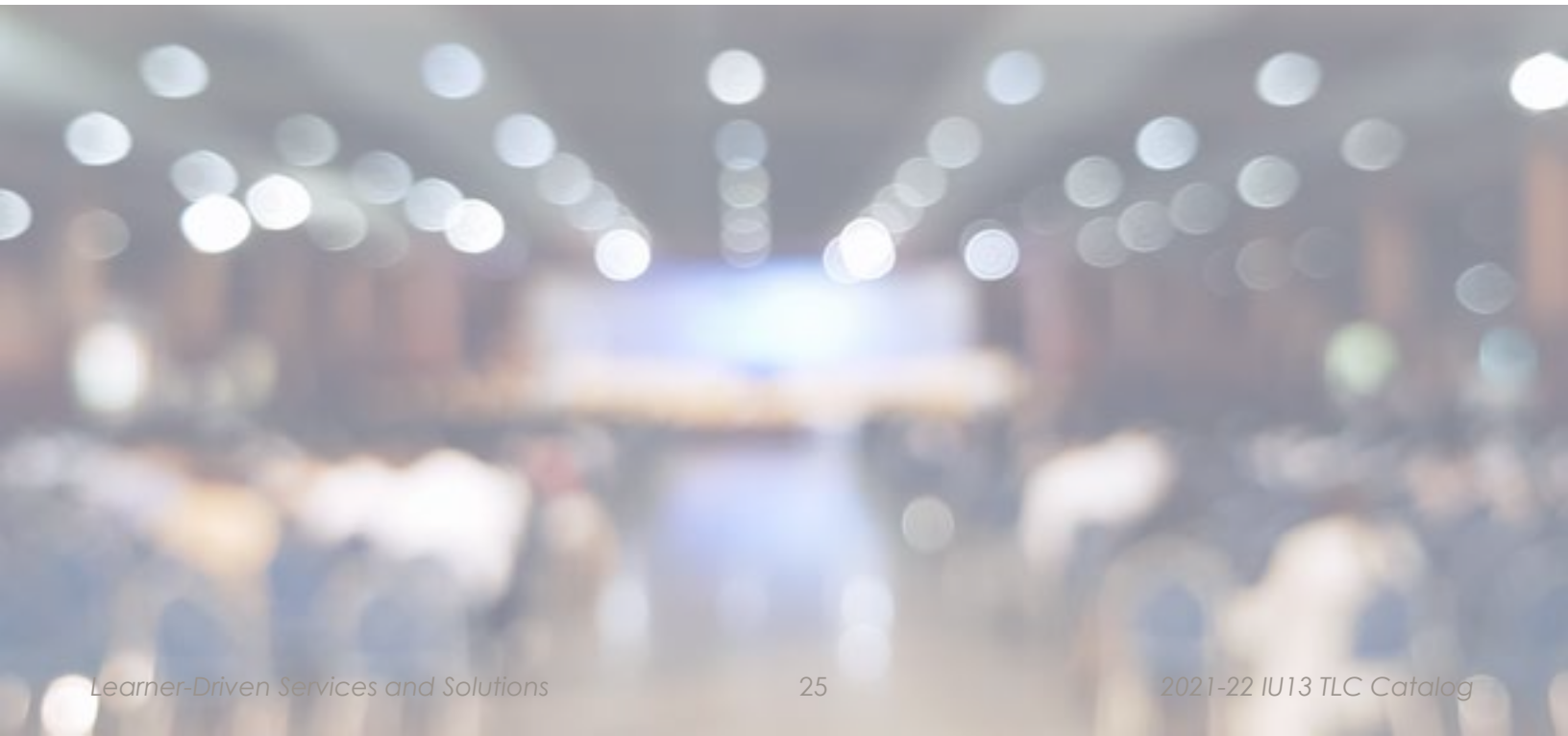
This professional development workshop will allow teachers to deep dive into CSFirst, Google's free ready-to-teach-introductory computer science curriculum. As part of the Code with Google initiative, educators will find an entire CSTA standards aligned curriculum along with all the necessary lesson plan resources to help integrate these skills into any content area for students in grades 4-8.

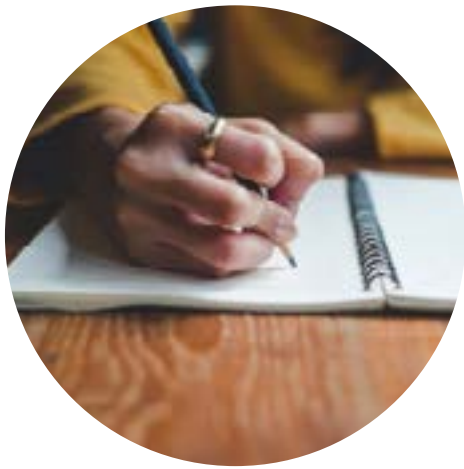
### CMU CS Academy

**Duration:** 2 days

**Facilitator:** Rachael Haverstick

This 2-day development workshop will provide teachers with an overview of CMU's CS Academy curriculum. Carnegie Mellon's CS Academy is a novel, world-class, online, interactive upper middle or high school computer science curriculum that can be used in any classroom. In CS Academy, students use interactive questions, coding activities, and built-in resources to learn coding and increase their understanding and application of computer science.





## Professional Development

### Facilitating Teaching & Learning of Literacy

#### Deepening Understanding of PA Core Standards to Plan Literacy Instruction

**Duration:** 1 day

**Facilitator:** Jennifer Bean

In this session, participants will examine and deepen their understanding of the PA Core Standards. Participants will learn how to plan literacy instruction that intentionally incorporates standards.

#### Building Blocks of Literacy

**Duration:** 1 day

**Facilitators:** Jennifer Bean, Rachael Haverstick

In this session, participants will explore the five areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how these components build the foundation for literacy learning. Participants will learn best practices for teaching these building blocks regardless of their district's core reading materials.

#### Deepening Content Comprehension through Disciplinary Literacy

**Duration:** 1 day

**Facilitator:** Jennifer Bean

Grades 6-12 teachers will examine the role of disciplinary literacy instruction in content-area classrooms and practice the metacognitive strategies of thinking aloud and talking to the text. These strategies serve as foundational disciplinary literacy practices for any secondary classroom.

#### Introduction to LDC - Elementary or Secondary

**Duration:** 1 day

**Facilitator:** Jennifer Bean

Are you a teacher who wonders how best to address PA Core Standards? Are you a principal who wants to learn more about LDC? If so, then come and join us for a full day introduction to the Literacy Design Collaborative. This training originated from the baseline training that teachers across PA participated in as a result of the Keystones to Opportunity Grant, and it is open to teachers or administrators who are interested in getting their feet wet with the LDC framework. Participants will gain an introduction to the LDC framework, examine how student work is assessed using the LDC rubric, and begin designing an LDC task that can be used in their own classrooms following the training.



## Facilitating Teaching & Learning of Literacy, continued

### LDC Mini-Task Design

**Duration:** 1/2 day

**Facilitator:** Jennifer Bean

This session is perfect for dipping your toe in the water with LDC! It will provide a more in-depth look at mini-task design for LDC-experienced teachers. Collaborative groups of teachers can also work together to design LDC mini-tasks focused on implementing district literacy frameworks and initiatives (Collins Writing, Step Up to Writing, Reading Apprenticeship, etc.). An LDC mini-task is a small, scorable assignment that addresses a targeted literacy skill. In this 3-hour session, teachers will gain an understanding of LDC mini-task design, learn how to search the LDC mini-task curriculum library for already-developed literacy lessons, and use LDC CoreTools, a collaborative online tool, to design at least one LDC mini-task for use in their own classrooms.

### What about Words? Building Academic Vocabulary across All Grades

**Duration:** 1 day

**Facilitators:** Jennifer Bean, Rachael Haverstick

Why don't students know these words, what words should I teach, and how do I teach them? In this session, participants answer these questions by exploring the three tiers of vocabulary words, selecting words to teach, and planning and implementing vocabulary strategies for students of all grade-levels.

### Text Dependent Analysis

**Duration:** 3 days

**Facilitator:** Jennifer Bean

In this 3-day series, participants will explore the concept of analysis, identify the components of a TDA prompt, determine the skills students need to be successful with text dependent analysis, plan mini-lessons to teach those identified skills, and analyze their own student responses.

### Literacy Essentials for the Secondary Classroom

**Duration:** 2 days

**Facilitator:** Jennifer Bean

In this 2-day series, secondary teachers of any content-area will explore four foundational practices that can undergird their content-area instruction: mental modeling, setting a purpose, holding thinking, and extending reading.

### Independent Reading with Strategic Conferring

**Duration:** 1 day

**Facilitator:** Jennifer Bean

Participants will learn why intentional independent reading is essential to their classrooms. Attendees will also explore classroom management techniques for Independent Reading and how the use of their own formative data can lead to systematic conferring with their students.

### Be Smarter Than Your Series

**Duration:** 1 half day

**Facilitators:** Jennifer Bean, Rachael Haverstick

Regardless of the reading series, novels, or reading materials that are being utilized in classrooms, teachers must ensure that their objectives, assessments, and instruction are aligned to the appropriate grade-level PA Core Standards. In this session, participants will deeply examine grade-level standards and discuss evidence-based instructional practices in order to make sound implementation decisions.

## Facilitating Teaching & Learning of Literacy, continued

### More than Just Reading in the Content Areas: Fostering Disciplinary Reading, Writing, and Thinking

**Duration:** 1 day

**ELA Facilitator:** Jennifer Bean

**Science Facilitator:** Lauren Beal

**Social Studies Facilitator:** Toni Martindell

**Math Facilitator:** Rachael Haverstick

How do we define disciplinary literacy, how is it different than content area literacy, and how do we teach disciplinary literacy skills? During this interactive workshop, participants will answer these questions by exploring the unique characteristics of literacy in Science, Social Studies, and English Language Arts and the specific skills students need to make meaning in these disciplines.

### Crafting Digital Writing

**Duration:** 1 day

**Facilitator:** Jennifer Bean

The craft of writing continues to be influenced by new digital tools and platforms. In this full day session, participants will examine various tools for crafting digital writing, examine digital mentor texts for teaching author's craft, and learn how to apply tried and true writing workshop instructional strategies to engage students in composing texts across various media and genres.

### Writing Workshop with Process Writing

**Duration:** 1 day

**Facilitator:** Jennifer Bean

In this full day session, participants will examine key components of the writing workshop model. Participants will also examine strategies for formative assessment that will lead to targeted writing conferences, while also learning proven tips to manage what other students are doing while the teacher is conferring either individually or in small groups.

### Supporting Adolescent Readers & Writers through Word Study

**Duration:** 1 half day

**Facilitator:** Rachael Haverstick

In this half day session, participants will explore the roles of orthography, morphology, and etymology in reading, comprehending, and spelling longer content area vocabulary words. Participants will leave this session with strategies to support students in reading and spelling multisyllabic words through word study.

## Facilitating Teaching & Learning of Literacy, continued

### Redefining Literacy

**Duration:** 1 day

**Facilitator:** Jennifer Bean

With increased access to technology in the classroom, students are engaging in digital communication more than ever before. Students are both reading and composing texts as part of a digitally-connected world. Participants will examine various instructional techniques and tools for digital literacy instruction and will walk away with new ideas for integrating technology in a meaningful way to teach reading, writing, speaking or listening in any grade level or subject area.

### Language Essentials for Teachers of Reading and Spelling (LETRS)

**Duration:** 1 day per module

**Delivery Mode:** In Person or Virtual (Synchronous)

**Facilitator:** Rachael Haverstick

- **Module 1: The Challenge of Learning to Read** (Required for participation in any other modules\*)

Explore the reasons why many students have reading difficulties, the ways children learn to read, and the components of effective reading instruction.

- **Module 2: The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness**

Explore phonemes, discuss the importance of phonological awareness in instruction for students in all elementary grades, and address some of the challenges of English learners.

- **Module 3: Spellography for Teachers: How English Spelling Works**

Explore the structure and history of the English language and learn the content teachers need to approach phonics, spelling, and word study instruction with confidence.

- **Module 4: The Mighty Word: Building Vocabulary and Oral Language**

Explore ways in which word meanings are learned in both oral and written language and the need for both direct and indirect vocabulary building experiences. A rationale for selecting specific vocabulary words to be taught will be discussed and practiced, and strategies will be shared to provide rich vocabulary instruction.

- **Module 5: Getting Up to Speed: Developing Fluency**

Automaticity and fluency are both necessary for reading comprehension. In this session, participants will explore strategies for building fluency and engaging students in practicing their reading fluency.

- **Module 6: Digging for Meaning: Teaching Text Comprehension**

Explore why children have difficulty with comprehension, the research base for comprehension instruction, and approaches to use for instruction. Comprehension instruction at the phrase, sentence, paragraph and passage levels will be addressed, as well as the role of metacognition.

- **Module 7: Teaching Phonics, Word Study, and the Alphabetic Principle** (K-2 and remedial)

Learn and practice the basic routines of a systematic and explicit phonics lesson and consider which routines are needed when the learner is struggling with a concept. The module culminates with exploration of a complete lesson plan framework that will help students achieve accurate, fluent word recognition during text reading.



## Professional Development **Facilitating Teaching & Learning of Social Studies**

### **Developing Historians: Using Primary Sources to Spark Inquiry**

**Duration:** 1 day

**Facilitator:** Toni Martindell

Primary sources are vital for inquiry because they allow students to create new understandings, draw conclusions, connect history to the present, and engage in historical thinking. Because of the interconnectedness of today's world, students must demonstrate mastery in historical literacy skills such as the ability to think critically, and evaluate sources, in order to become responsible and engaged citizens. In this session, participants will learn about and engage in the inquiry process by exploring digital primary sources from The Library of Congress to address historical questions. Participants will be able to design and implement standards-aligned, inquiry-based lessons using those primary sources.

### **Fostering Creativity and Wonder in Social Studies**

**Duration:** 1 day

**Facilitator:** Toni Martindell

In this interactive session, participants will explore engaging strategies and techniques that break away from the textbook, promote creativity and innovation, empower learners, and brings social studies to life. Participants will have the opportunity to create lessons that promote creativity in a standards-aligned social studies curriculum.





## Professional Development **Facilitating Teaching & Learning with Technology**

### **Introduction to 21st Century Learning**

**Duration:** 1 day

**Facilitators:** Toni Martindell, Rachael Haverstick

In the 21st Century, learners must be supported in both content acquisition and skills development. Participants will dig into the 4Cs of 21st Century Learning (collaboration, communication, creativity, and critical thinking), and explore ways to provide standards aligned, authentic, and relevant learning opportunities for all students.

### **Introduction to Blended Learning Models**

**Duration:** 1 day

**Facilitators:** Ken Zimmerman, Tim Leister, Keith Royer

Participants will learn about the variety of current blended learning models and how they are implemented in today's classrooms (Flipped, Flex, Individual Rotation, Station Rotation). Participants will have the opportunity to experience one of the selected models.

### **Introduction to OER**

**Duration:** 1 day

**Facilitators:** Ken Zimmerman, Tim Leister, Keith Royer

Open Education Resources (OER) are "teaching and learning materials licensed in such a way that they are free and may be used, reused, remixed, and otherwise customized to meet specific needs. During this first session, participants will learn what Open Education Resources (OER) are and the importance of including them as part of their learning and teaching.

### **Curate and Evaluate OER**

**Duration:** 1 day

**Facilitators:** Ken Zimmerman, Tim Leister, Keith Royer

The implementation of OER requires participants to plan, curate, evaluate, instruct, assess and reflect, while also being active contributors to the worldwide OER Community. Participants will identify Open Education Resources, the terminology & philosophy of OER, how to navigate OER Commons for curation, how to join the PAIU Hub & IU13 group, and understand the Creative Commons licensing & ACHIEVE rubrics in greater detail. (Prerequisite: Introduction to OER)

## Facilitating Teaching & Learning with Technology, continued

### Personalize Learning using the Station Rotation Framework

**Duration:** 3 days

**Facilitators:** Ken Zimmerman, Toni Martindell, Tim Leister, Keith Royer

How do we take advantage of the skills, tools, and resources teachers have learned during the pandemic? This professional learning series will focus on utilizing the three modalities of learning used in station rotation in order to meet the specific needs of today's learners. Participants will experience and learn about the station rotation framework and how to apply both personalized and individualized learning strategies, resources, and tools to maximize learning. During the three-day hands-on sessions, attendees will participate in a variety of instructional activities and strategies that they will be able to implement in their own classrooms. Participants will reflect on what new learning and skills they have attained this year and moving forward how those apply to a more personalized learning approach in their own classroom.

### Introduction to the Rotational Model

**Duration:** 1 asynchronous virtual day

**Facilitators:** Ken Zimmerman, Toni Martindell, Tim Leister, Keith Royer

Participants will learn about the rotational model and framework used to transform classroom environments. Participants will experience each modality of learning through participating in a variety of activities. In addition, participants will explore classroom management strategies that can be implemented in a blended learning environment.

### Leveraging Technology in Personalized Learning

**Duration:** 1 day

**Facilitators:** Ken Zimmerman, Tim Leister, Keith Royer

Participants will develop instructional skills needed to integrate educational technologies to maximize student learning and teaching efficiencies. Through the use of a questionnaire, participants will identify their levels of teaching innovations. Participants will explore the variety of current blended learning models and how they are implemented in today's classrooms (Flipped, Flex, Individual Rotation, Station Rotation).

### 1:1 Professional Learning Series

**Duration:** Half-day or full-day workshops

**Facilitators:** Ken Zimmerman, Tim Leister, Keith Royer

Districts can customize a series of professional learning opportunities to support local 1:1 environments. IU13 offerings include:

- Consultation of Implementation, Preparation & Continuation
- Tech Integration and SAMR
- Maximizing the LMS
- Utilizing GSuite for Education
- Digital v Analog Formative Assessment/Reflective Practices
- Differentiation in a blended environment
- Project-Based Learning



## Professional Development

### Online Asynchronous Professional Development Offerings

The IU13 Teaching and Learning Collaborative has developed a variety of high-quality, online professional learning sessions. Each session description indicates whether the session can be conducted synchronously or asynchronously. Some of the sessions below are non-facilitated, and others are facilitated, which means that the facilitator will provide feedback on activities and assignments. If you are interested in our online professional development offerings, please reach out directly to the facilitator of each of these sessions.

#### Planning and Measuring Personalized Learning

##### **Curriculum and Assessment: The Sound Foundation for Personalized Learning**

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitator:** Lauren Beal

Curriculum and assessment are the foundation of any teaching and learning experience. In this session, these two fundamental concepts will be presented through a modern lens with an emphasis on their role in planning and measuring personalized learning.

##### **Cognitive Rigor: Ensuring Depth and Complexity with Personalized Learning**

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitator:** Jennifer Bean

There is inherent risk involved in the implementation of new innovations, and reducing rigor is always a concern. In this segment, explore the characteristics of a rigorous classroom, how to increase cognitive demand, and create personalized opportunities for deeper learning.

#### Facilitating Personalized Learning

##### **Project-Based Learning: A Learner-Centered Approach to Personalized Learning**

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitator:** Toni Martindell

Join PBL Works-certified coaches for the gold standard of Project-Based Learning. In this session, take a deep dive into the eight essential elements of project design and how each relates to designing, assessing, and managing projects in a personalized learning environment.

##### **21st Century Learning: A Framework for Successful Personalized Learning**

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitators:** Rachael Haverstick, Toni Martindell

Successful personalized learning includes content acquisition and skill development. In this session, dig into the 4Cs of 21st Century Learning (collaboration, communication, creativity, and critical thinking) to explore ways to provide personalized learning opportunities to all students.

##### **Technology Integration: Leveraging Resources for Personalized Learning**

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitators:** Ken Zimmerman, Keith Royer, Tim Leister

Personalized learning requires purposeful integration of technology to maximize learning. In this session, blended learning models (flipped, flex, individual rotation, and station rotation), instructional technology tools, and digital resources will be examined for their use in personalized learning.

## Online Asynchronous Professional Development Offerings, cont.

### Support for Educators Implementing Personalized Learning

#### Building Teacher Leadership for Personalized Learning

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitator:** Toni Martindell

Teacher leaders can build the capacity of their colleagues to provide innovative instruction in online, blended, and personalized learning environments. This online session is designed to support instructional coaches, department chairs, and teacher leaders to lead innovation and support colleagues to grow professionally. This session focuses on the purposes and roles of instructional coaches, steps of the instructional coaching cycle, and ways to build teacher efficacy.

### Teaching and Learning for STEM

#### NGSS Bootcamp

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitator:** Lauren Beal

Participants will develop a foundational understanding of the Next Generation Science Standards (NGSS) and 3-dimensional learning. This virtual workshop will explore phenomenon-based teaching and challenge participants to apply this concept to their own content. Resources to support NGSS will be provided as well as materials that connect NGSS with PA Academic Standards for Science and Technology.

#### Unpacking the CSTA and K-12 CS Framework

**Duration:** 6-hour asynchronous session (facilitated or non-facilitated)

**Facilitator:** Rachael Haverstick

In January of 2018, the Pennsylvania State Board of Education endorsed the Computer Science Teacher Association (CSTA) K-12 Standards. During this virtual session participants will explore and develop an understanding of the CSTA K-12 standards, which delineate the concepts students are to know and what practices students are to be able to do at various grade-level bands on the K-12 CS Framework. This session will also highlight the importance and relevance of CS for ALL learners.

#### CS First for Google

**Duration:** 1.5 hours of synchronous, 1.5 hours of asynchronous follow-up

**Facilitator:** Rachael Haverstick

This virtual professional development workshop will allow teachers to deep dive into CSFirst, Google's free, ready-to-teach-introductory computer science curriculum. As part of the Code with Google initiative, educators will find an entire CSTA standards aligned curriculum along with all the necessary lesson plan resources to help integrate these skills into any content area for students in Grades 4-8.

### Teaching and Learning for Literacy

#### Redefining Literacy

**Duration:** 1.5 hours synchronous, 1.5 hours asynchronous follow-up

**Facilitator:** Jennifer Bean

Students are both reading and composing texts as part of a digitally-connected world. Participants will examine various instructional techniques and tools for digital literacy instruction and will walk away with new ideas for integrating technology in a meaningful way to teach reading, writing, speaking, or listening in any grade level or subject area.



## Online Asynchronous Professional Development Offerings, cont.

### Teaching and Learning for Literacy, continued

#### **Text Dependent Analysis: Instructional Strategies**

**Duration:** 1.5 hours of synchronous learning 1.5 hours of asynchronous follow-up

**Facilitator:** Jennifer Bean

Are you looking for practical instructional strategies that incorporate skills necessary for text dependent analysis? During this virtual professional development participants will identify the skills students need to be successful with text-dependent analysis and plan mini-lessons to teach those identified skills.

### Teaching and Learning with Technology

#### **Personalize Learning using the Station Rotation Framework**

**Duration:** 18-hour asynchronous course (facilitated or non-facilitated)

**Facilitators:** Ken Zimmerman, Toni Martindell, Tim Leister, Keith Royer

How do we take advantage of the skills, tools, and resources teachers have learned during the pandemic? This professional learning series will focus on utilizing the three modalities of learning used in station rotation in order to meet the specific needs of today's learners. Participants will experience and learn about the station rotation framework and how to apply both personalized and individualized learning strategies, resources, and tools to maximize learning. During the three-day hands-on sessions, attendees will participate in a variety of instructional activities and strategies that they will be able to implement in their own classrooms. Participants will reflect on what new learning and skills they have attained this year and moving forward how those apply to a more personalized learning approach in their own classrooms.

#### **Strategies for Facilitating eLearning**

**Duration:** 3-hour asynchronous course (facilitated or non-facilitated)

**Facilitators:** Tim Leister, Keith Royer, Ken Zimmerman

When preparing and designing eLearning for students, it is important to consider how to use the same instructional strategies that we use when face-to-face and how they may look differently in an online or blended learning environment. This course will provide an overview of the 5 E's Instructional Strategies Framework including tools and resources to use when Engaging, Exploring, Explaining, Elaborating, and Evaluating. In addition, there are a number of blended learning models teachers use when mixing face-to-face and online learning one of which is Flipped Learning. Participants will learn an overview of Flipped Learning and how to implement flipped learning strategies and resources using Schoology. Participants will explore other district profiles in order to see the Flipped model in action in other districts. Screencasting, Edpuzzle, Actively Learn, Schoology student completion, badges, and recording will be explored. Throughout this 3-hour asynchronous course, Strategies for Facilitating eLearning, participants will explore the topics above and will practice & create resources and strategies that will be uploaded as job-embedded assignments.

Brian D. Barnhart, Ed.D., Executive Director  
Matthew Stem, Assistant Executive Director (as of 6/14/21)  
Joey Bertrand, Ed.D., Director, Instructional Services  
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**IU13 Inclement Weather Policy**

In the event of inclement weather and IU13 is on a delayed start or cancellation, all events at IU13 facilities will follow suit. These announcements will be available on IU13's website at [www.iu13.org](http://www.iu13.org) (click on Delays/Cancellations).



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