

tel: 44-20-7096-0441, fax: 44-20-7900-3332
email address: info@intkc.com



Continuous Professional Development

Course Outline and Registration Form

2009 - 2010

table of contents	page
Classroom Management.....	3
Lesson Planning.....	5
Arabic Phonics.....	7
Emergent Literacy – a whole language approach	8
Balanced Reading Programme	10
Comprehension	12
Teaching through inquiry using differentiation	13
Continuous Assessment.....	15
Trainer Ghada Zabalawi, Head of Professional Development.....	16
Trainer Ellen Alquist, Academic Director.....	18
Fees	20
Registration.....	21

Classroom Management

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	CM	Prerequisites	None

Good classroom management strategies increase student achievement and reduce both learning and behavioural problems, which are usually related.

Traditional wisdom about classroom management is that no one notices it unless it is missing. Good classroom management does not occur by coincidence; rather through good planning.

The objective of this course is to equip teachers with a repertoire of strategies which allows teachers to focus more of their energy on the instructional process rather than on routine management issues and individual behavioural challenges.

This course is designed to help teachers organise their classrooms as healthy environments for positive learning, deal with behavioural problems when they occur, work with different student groups, and encourage students to appreciate the value of their work.

Research confirms the impact of the school and classroom environment on students' learning and behaviour. Before focusing on learning, children must feel physically and emotionally safe. It is the duty of school management and teachers to ensure classrooms represent a positive learning environment.

Teachers will always encounter students who develop behavioural problems. They should be both mentally and physically prepared to face these incidents in their classrooms, and to address these occurrences quietly, promptly, effectively, and constructively.

Part 1 Organising the classroom and its resources based upon brain research about teaching and learning

- Four keys to good room arrangement
- Suggestions for arranging your classroom
- Room preparation plans (group work activity)

Part 2 Choosing rules and procedures

- Preliminary considerations
- Identifying school rules and procedures
- Planning your classroom rules
- Students' participation in rule setting
- Planning classroom procedures
- Case studies

Part 3 Managing students' work

- Clear communication of assignments
- Monitoring progress and completion of assignments
- Managing the paperwork
- Feedback to students
- Maintaining records of student work
- Case studies

Part 4 Getting off to a good start

- Teaching rules and procedures
- Planning for a good beginning
- Case studies

Part 5 Maintaining appropriate student behaviour

- Monitoring student behaviour
- Consistency
- Prompt management of inappropriate behaviour
- Building a positive environment
- Improving class environment through incentives and/or rewards
- Case studies

Part 6 Communication skills for teaching

- Constructive assertiveness
- Empathic responding
- Problem solving
- Case studies

Part 7 Managing behavioural challenges

- What are behavioural problems?
- Goals for managing behavioural problems
- Effective management strategies
- Special problems

Part 8 Managing special groups

- Assessing entering achievement
- Identifying special groups
- Strategies for individual differences
- Working with special needs students
- Teaching lower-achieving students
- Working with higher ability students
- Case studies

Lesson Planning

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	LP	Prerequisites	None

Schools continuously pursue the quest for improving students' attainment and achievement levels. In order to improve the teaching/learning process, the most effective place to start is lesson planning. This entails a rigorous and thorough analysis of lesson design including lesson features, organising and delivering lessons, and evaluating lesson outcomes against the expected spectrum of skills and competencies described by the academic standards.

Although teachers can avail of pre-packaged designed lessons, they soon discover their shortcomings inside the classroom. In education, one size does not fit all. Teachers should acquire the ability to modify and adapt each lesson plan in accordance with the needs and pace of their students. In addition, teachers should possess basic skills to enable them to integrate the curriculum standards and desired learning outcomes when building their customised lesson plans.

Interactive Knowledge Centre has structured this course following Madeline Hunter's Lesson Design approach, from anticipatory set to application. The scaffolding approach lends itself well to teachers modifying their existing teaching style.

Following practice and reflection, teachers soon feel comfortable and qualified to try new approaches, thus continuously modify their own lesson plans to best suit their students needs.

Part 1 Planning and conducting instruction

- Definition of planning
- Planning instructional activities
 - Types of plans
 - Types of instructional activities
 - Arranging activities within a lesson
 - Planning for clear instruction
- What the teachers must do

Part 2 Behavioural objectives

- Reasons for writing behavioural objectives
- Components of a well-stated behavioural objective
- Examples
- Activities (trainees would write behavioural objectives)
- Identifying and using supporting and prerequisite objectives
- Using behavioural objectives to guide testing

Part 3 Elements of the lesson

- Anticipatory set
- Purpose
- Presentation (input, modelling, guided practice)
- Checking for understanding
- Independent practice
- Closure

Part 4 Time for designing lessons

- Designing lessons
- Assessing lessons based on students feedback
- Modifying lessons

Arabic Phonics

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	2 days
Course number	DFP	Prerequisites	None

Session 1 Introduction to Phonics and Phonological Awareness

- Role of phonological awareness in language acquisition literacy development
- Arabic phonemes
- Articulation

Session 2 Elements of Phonology

- Arabic phonemes
- Sound articulation
- Rhyming
- Segmentation
- Sound blending

Session 3 Practical Application 1

- Auditory discrimination of phonemes
- Word awareness
- Segmentation

Session 4 Practical Application 2

- Rhyming
- Sound blending
- Sound Articulation

Emergent Literacy – a whole language approach

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	2 days
Course number	DFRW	Prerequisites	None

This course is designed to equip teachers with a repertoire of practical literacy teaching strategies which could be easily employed in classroom settings.

Using examples from the *Discover the Fun of Reading* programme, the workshop explores strategies which could be used with other literacy resources.

1. Using books with emergent readers to support the development of their:
 - cognitive skills
 - pictorial and verbal literacy
 - listening, thinking and expressive skills
2. Examples from *Discover the Fun of Reading* literacy programme
 - Construct language structures and increase vocabulary
 - Analysis and deconstruction skills
 - Infer information from pictures
 - Link content to personal experiences
3. Communication skills
 - Listening
 - Speaking
 - Reading
 - Writing
4. Developing social skills
 - Self Concept
 - Self control
 - Approach to Learning
5. Listening Skills
 - Gaining meaning through listening
 - Phonemic awareness

6. Speaking Skills

- Speaking clearly and conveying ideas effectively
- Using expanded vocabulary and language for a variety of purposes
- Retelling events or relaying messages in more than short phrases, using appropriate volume, tone, speed, and enunciation
- Telling a story or message in an organised way including all relevant information
- Initiating conversations and asking questions in sentence form rather than with a few words or phrases
- Beginning to follow rules for conversations (taking turns and staying on topic)

7. Reading Skills

- Promoting interest in books and reading-related activities
- Understanding of concepts of print
- Letters, sounds, and their relationships
- Fiction and non-fiction text
- Holding print material in the correct position
- Locating the front cover, back cover, and title page of a book
- identifying story elements (characters, setting, events, beginning, middle, end)
- Following words from right to left, top to bottom, and return sweep on a printed page
- Distinguishing letters, words, and sentences
- Identifying letters of the alphabet in different positions within the word (first letter, middle, end, connected and/or separate)
- The role of authors and illustrators
- Matching voice with print through associating words and phrases with their written forms.
- identifying author's purpose
- Recognising characters' actions and feelings
- Looking at pictures and predicting what will happen next
- Retelling stories using beginning, middle, and end
- Restating information from an informative text
- Relating content to personal experiences

8. Writing Skills

- Represent stories through pictures, dictation, and play
- Understanding purpose of writing

Balanced Reading Programme

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	16 hours (over several consecutive days)
Course number	BLIR	Prerequisites	None

Literacy acquisition is a continuous developmental process which evolves over time. Teachers strive to ensure their students continuously develop a repertoire of sophisticated reading and writing strategies, as well as expand their understanding of concepts and content.

School-based literacy programmes are based upon an understanding of how children develop oral language, as well as reading and writing skills.

The balanced literacy programme is an integrated programme for education and language learning. It focuses on the learner needs, and includes continuous assessment of his/her performance. This programme focuses on the reading element of a balanced literacy programme. The writing element is subject to a separate proposal.

Part 1 Introduction to the programme

- Definition
- Importance of the programme
- Elements of the programme
- Reading to children
 - What do we mean by reading to children?
 - Why do we read to children?
 - How do we choose the texts to be read to children?
 - How do we do it? (before, during, and after reading)
- Time for planning. Case Studies

Part 2 Reading with children

- What do we mean by reading with children?
- Why do we read with children?
- How do we choose the texts to be read with children?
- How do we do it?(before, during, and after reading)
- Time for planning. Case Studies

Part 3 Guided Reading

- What do we mean by guided reading?
- Why do we do it?
- How do we choose the texts?
- How do we do it?(before, during, and after reading)
- Time for planning. Case Studies

Part 4 Independent Reading

- What do we mean by Independent reading?
- Why do we do it?
- How do we choose the texts?
- How do we do it?(before, during, and after reading)
- Time for planning. Case Studies

Comprehension

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	CRFU	Prerequisites	None

1. What is comprehension ?
2. Factors which impact comprehension
 - Fluency
 - Vocabulary
 - Culture
 - Information
 - Background
3. Reading strategies which enhance comprehension
 - Re-reading
 - Questioning
 - Context and picture cues
4. Teaching strategies which promote comprehension:
 - KWL: What I Know, What I want to know, What I have Learned, What I want to learn more
 - Mental pictures
 - Riddles
5. Teaching Vocabulary
6. Knowledge (Mental) maps
7. Thinking Skills: Prediction, inference, individual perspective, reality and fiction, conclusions

Teaching through inquiry using differentiation

Target audience	homeroom teachers, support teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic / English	Duration	15 hours (over several consecutive days)
Course number	INDI	Prerequisites	None

Part 1 Inquiry

Circle Discussion

- Example of an inquiry that was important to you and how you went about it
- Participants report out for group to find patterns

What is Inquiry?

- What the Experts Say
- Myths about Inquiry
- Create a Concept Map

Two types of Inquiry

- Inquiry into a process
- Inquiry into content

Science v Social Studies

Using Inquiry Boxes to Front Load: Process or Content?

Inquiry

- Look at artefact
- Generate questions
- Make a research plan

Debrief

- How were the inquiries same/different
- How do you have to organise them

Inquiry as Activity: Process or Content?

Balloon Inquiry

Debrief

- How were the inquiries the same/different
- How do you have to organize them

Compare and contrast

Debrief on factors and consequences v. cause and effect

Part 2 Differentiation

Circle Discussion

- Example of differentiation that was important to you and how you went about it
- Participants report out for group to find patterns

What is Differentiation?

- What the Experts Say
- Myths about Differentiation
- Create a Concept Map

Three types of differentiation

- Process
- Product
- Content

Differentiation in Action

Debrief

- How were the methods of differentiation same/different
- How do you have to organise for differentiation

Planning for differentiation

- What decisions do you need to make?
- How do you organise it?
- What are the benefits and burdens?

Differentiating in All Areas of the Curriculum

- Language Arts
- Mathematics
- Science
- Social Studies

Part 3 Putting them together

Questioning and Response Behaviour Jigsaw

Smart Arithmetic

Science and Social Studies

Language Arts: Reading, Writing, Listening, Speaking, Research

Learning Trios

What aspects of inquiry and differentiation are still lingering for you?

What are you going to do next?

- Team
- Personally

Write a note to yourself!!!

Gallery Walk

Continuous Assessment

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	CA	Prerequisites	None

A transparent, rigorous, objective and continuous assessment process is crucial to the success of any educational initiative. It provides feedback necessary to the curriculum review and development process. It also provides statistical trends allowing each schools to compare the skills and competencies of its students, evaluate the performance of its teachers, and assess the use of its resources.

This course would explore a wide range of formative and summative assessment tools which teachers could use to monitor the progress of the teaching/learning process.

Assessing students' work

1. Assessment versus evaluation
2. Periodic and continuous assessment
3. Assessment tools: What do they mean, why and how do we use them ?
 - Anecdotal Notes
 - Observation Checklists
 - Running Records
 - Learning Logs and Journals
 - Self assessment
 - Reading Conferences
 - Projects
 - Portfolios
 - Continuums (reading, writing, math ...)
 - Performance Tasks
 - Tests
 - Rubrics (reading fluency, reading comprehension, Writing, models, acting, speaking ...)

Trainer | Ghada Zabalawi, Head of Professional Development

Academic Education: Bachelor of Science, Science, University of Jordan, 1981

Experience

- Head of Professional Development, Interactive Knowledge Centre, London, UK. June 2008 – present.
- Dhahran Ahliyya School (DAS), Saudi Arabia, 1993-2008.
 - Supervisor for Early Elementary Classes (Boys and Girls), 2001-2008.
 - Supervisor for Early Elementary Classes (1, 2, 3 Girls), 1998-2001.
 - Teacher in DAS, 1993-1998.
 - Two years as classroom teacher (1,2 Boys).
 - One year Biology teacher in Secondary Classes and classroom teacher for 2nd grade Boys.
 - Two years as science and mathematics teacher for Higher Elementary Classes Girls.
- Professional Development

As Early Elementary supervisor, conducted following training workshops:

1. Content standards, benchmarks, and class level expectations.
2. Building and planning for integrated thematic instructional units.
3. Bloom's Taxonomy Levels of thinking.
4. Teaching with brain in mind.
5. Writing process and activities for early elementary classes.
6. Balanced Literacy Programme.
7. Continuous assessment in class & its tools.
8. Common themes.
9. Reflecting on students work.
10. Traits of good writing in early elementary classes.

Attended the following training courses:

1. Introduction to integrated thematic instructional units. (22.5 hours), Lake Tahoe, California.
2. Advanced level of integrated thematic instructional units (building and planning units, 45 hours, Lake Tahoe, California.
3. Introduction to Dimensions of learning, two days, Denver, Colorado.
4. Advance course in Dimensions of Learning, two days, Denver, Colorado.
5. Evidence to Excellence, online seminar, Council for Basic Education.
6. Putting the Pieces Together: Connecting Standards, Assessment, and Reporting/ with Bonnie Campbell Hill.
7. Habits of Mind (NESA Conf. Bahrain)

In addition to the above mentioned workshops, Mrs Zabalawi attended and subsequently trained a variety of additional PD workshops, and coached teachers to apply and implement newly acquired skills

1. Writing Behaviour Objectives
2. Lesson Design
3. Unit Planning
4. Planning lessons from the learner's point of view
5. Curriculum Maps
6. Content Standards
7. Introduction to Dimensions of Learning, and concentrating on learners
8. Teaching & assessing learning outcomes: Concepts, Principles, Procedures, Meaningful knowledge, Recitation, Automatic response
9. Higher order thinking skills(Bloom's Taxonomy)
10. Reinforcement Theory
11. Written work
12. Feedback
13. Building Self Esteem
14. Characteristics of Growth for Lower Elementary Students
15. Learning Centers
16. Classroom Management
17. Motivation Theory
18. Managing Student's Behaviour
19. Cooperative Discipline
20. Discipline with Dignity
21. Students with special needs in classroom
22. Teaching with brain in mind
23. Introduction to life skills & lifelong Guidelines
24. Active Learning: Cooperative learning, Research skills, Planning & implementation of projects
25. Reading Comprehension Strategies
26. Writing process and activities for early elementary classes
27. Balance Literacy program
28. Using Standard Arabic Language in classroom
29. Readiness for reading and writing
30. Introduction to testing
31. Preparing Records and Files
32. Continuous assessment in classroom& its Tools
33. Seven Habits
34. Cognitive coaching
35. Using graphic organizers in teaching and Learning
36. Using manipulative to teach mathematical concepts, and procedures
37. Constructivism
38. Big Six for Research
39. Project planning
40. Service Learning
41. Understanding by Design
42. Bilingual school
43. How to manage meetings
44. Solving Administrative Problems
45. Using Poetry in Teaching
46. Using Drama in teaching young children
47. Introduction to Principles of Learning

Trainer | Ellen Alquist, Academic Director

Education

Boston University	Ed.D. Curriculum and Instruction, pending dissertation
University of California, Davis	MA, Curriculum and Instruction, 1984
University of California, Davis	Elementary and Secondary Teaching Credentials, 1973
University of California, Santa Cruz	BA, History, Honors, 1972

Experience

2008 - present Educational Consultant, Learn to Inquire, Dhahran, Saudi Arabia

- Provides consultant services to schools in curriculum development, literacy, numeracy, assessment, inquiry based learning, Primary Years Programme, Middle Years Programme
- Lead workshops on literacy, numeracy, classroom assessment, program assessment, inquiry based learning, developing programme of inquiry and units of inquiry for the Primary Years Programme, implementing best practices in teaching and learning, reading and writing workshops K-12, using manipulatives to teach mathematics K-12

2000-2008 Curriculum Facilitator, Saudi Aramco Schools, Dhahran, Saudi Arabia

- Oversee the development, implementation and evaluation of the mathematics, language arts, science, social studies, foreign language, and first language curriculum
- Staff development

1995–present International Baccalaureate Organization

Primary Years Programme of the International Baccalaureate Organization, Program Trainer

- One of the two original trainers for the program
- Trainer of trainers for the program

1998-2000 Frankfurt International School Frankfurt, Germany

Curriculum and Staff Development in Information Technology and Mathematics, Elementary School; High School Mathematics Teacher

- Develop IT curriculum in accordance with the Primary Years Programme of the International Baccalaureate Organization
- Develop mathematics curriculum in accordance with the Primary Years Programme of the International Baccalaureate Organization
- Provide staff development for faculty in information technology and mathematics

1991-1998 Frankfurt International School Frankfurt, Germany

Middle School Mathematics Teacher, Middle School Mathematics Chair, Mathematics Research and Instructional Development Coordinator for Grades 6-10, Year Head for Grade 6

- Teacher of grades 6 – 8 mathematics
- Chaired the rewriting of the mathematics curriculum for grade 6-8
- Chaired the Assessment Committee for ECIS accreditation
- Began the alignment of the grade 6–10 mathematics program
- Developed six interdisciplinary units of study for grade 6.
- Created the master schedule for the middle school

1994-1998 International Baccalaureate Organization
Primary Years Programme of the International Baccalaureate Organization, Assessment Committee, Chair

- Wrote the assessment sections of the document
- Developed and taught all of the workshops on assessment for the program

1993-1998 International Baccalaureate Organization
Primary Years Programme of the International Baccalaureate Organization, Mathematics Curriculum

- One of the two main authors of the mathematics curriculum
- Final editor of the mathematics curriculum
- Developed and taught all of the workshops on mathematics for the program

1991-1993 Faculty Member of the Board of Directors, Frankfurt International School

1989-present Adjunct Faculty, University of San Diego, University of Maryland, Boston University
Courses included *Classroom Based Assessment, Inquiry in the Classroom, Using Inquiry to Teach Mathematics, Using Inquiry to Teach Language Arts, Math for the Elementary School; Math for the Middle School; Current Issues in Reading and Language; Whole Language in the Elementary Classroom; Reading and Writing Workshop in the Middle School; Reading and Writing Workshop in the Elementary Classroom, School Children's Literature, Habits of Mind, Effective Collaboration Models, Questioning and Response Behavior that Enhances Learning,*

1989-2000 Adjunct Faculty, National Louis University

- Core Instructor for Master's Degree in Curriculum and Instruction
- Core Instructor for six cohort groups

1981-1986 Instructor for Center for Innovation in Education

- Mathematics Their Way Instructor
- Trained five candidates to become instructors

1981-1982 Program Director for Learning Institute
Developed and managed the training arm of Learning Magazine

1979-1981
Consultant for Learning Institute
Created and taught courses entitled *Integrating Mathematics and Language Arts; The Reading and Writing Connection; Using the Computer Across the Curriculum*

1977-1979 Regional Director, Right to Read, California State Department of Education

- Developed and organized literacy programs
- Developed and organized training for teachers

Fees

The following fee structure applies for each of the courses listed in this document.

Each course requires a separate registration.

Individual	US \$ 740.00
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Institutional

1 – 4 persons attending same course	US \$ 640.00 each person
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5 – 8 persons attending same course	US \$ 550.00 each person
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9 – 12 persons attending same course	US \$ 505.00 each person
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12 – 24 persons attending same course	US \$ 470.00 each person
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Registration

I confirm my / the school's participation in the following course.

Course Code _____

School _____

Name _____

Position _____

Signature _____

Participants Names (if more than 12, please use an additional sheet)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Fees

Registration fee includes attendance to the course and training material.

Cancellations

If you are unable to attend the course that you have registered for, we recommend you send someone in your place. All substitutions must be sent to INTKC in writing 21 days prior to the course.