

# Corwin Onsite Workshops

## For School Leaders and Teacher Leaders

**T**he Florida Principal & Teacher Academy now offers live, onsite workshops at FCPCS member schools delivered by Corwin.

These courses are part of FCPCS' 2018-19 state approved Professional Development Systems. This enables teachers and administrators who participate in these workshops to earn inservice points towards recertification directly from the Florida Department of Education's Bureau of Educator Certification.

The 20 available workshops for School Leaders and Teacher Leaders are described on the following pages. To schedule a workshop, please visit the Florida Principal and Teacher Academy website at [www.floridaacademy.org](http://www.floridaacademy.org) and click on "Schedule an On-site Workshop through Corwin." Follow the directions for submitting a registration form.

### How to Request On-Site Workshops through Corwin

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*For more information, please contact the Florida Principal & Teacher Academy at [info@floridaacademy.org](mailto:info@floridaacademy.org).*



Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded	FPLS	FCPCS Evaluation Alignment
<p><b>Leading Instructional Transformation Part I &amp; II</b></p>	<p>Principals, assistant principals, and teacher leaders will gain skills to self-assess and adjust their leadership practices to ultimately result in improved student and staff performance. Part I engages leaders in understanding and applying research-based leadership actions that are linked to improving student achievement. Part II covers how to leverage social capital, maximize collaboration time, and differentiate for staff needs in order to improve teaching and learning.</p>	<p>2 days (14 hrs)</p> <p>Follow-up Assignments</p>	<p>14</p> <p>10</p>	<p>2, 3, 4, 5, 7, 9, 10</p>	<p>2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.6, 5.2, 5.3, 5.4, 5.6, 7.1, 7.4, 9.2, 9.6, 9.7, 10.4</p>
<p><b>Guiding Teacher Growth: Feedback and Conversation Techniques That Work</b></p>	<p>This seminar also centers on improving instructional leadership. The focus here is on feedback and conversation techniques to help guide teacher reflection, and ultimately result in teacher growth and improved capacity to consistently deliver high quality instruction in the classroom. Participants will learn about best feedback practices for walk-throughs, post-observation conferences, PLCs, grade level meetings, teacher team conferences, and various other formats where instructional feedback can be provided. Additionally, they will learn to improve their conversation techniques in order to insure that messages are received, understood, and, most importantly, embraced.</p>	<p>1 day (7 hrs)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>10</p>	<p>3, 4, 5, 6, 8, 9, 10</p>	<p>3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 8.3, 9.4, 9.7, 10.3 10.4</p>
<p><b>Accomplishing Goals Through Successful Change Management</b></p>	<p>Why is school change difficult? Learn about the stages individuals experience when implementing a change and how to honor these stages to ensure the change initiative successful. The workshop will also include the ways organizations resist change and how to prepare in advance for this resistance.</p>	<p>1 day (7 hrs)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>10</p>	<p>2, 3, 4, 5, 6, 7, 9, 10</p>	<p>2.1, 3.1, 4.1, 4.6, 5.1, 5.5, 6.2, 6.3, 6.4, 7.1, 7.2, 8.3, 9.1, 9.2, 9.4, 9.6, 9.7, 10.2, 10.5, 10.6</p>

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded	FPLS	FCPCS Evaluation Alignment
<b>Creating an Accountable School Culture: Strengthening Personal and Collective Accountability for Results</b>	This seminar is focused on building a school culture in which individuals, teams, and the faculty at large embrace accountability for results in their schools, and eliminate blame and excuse making. Leaders will learn how build credibility; communicate with clarity, and model personal accountability to build a culture of collective accountability.	1 day (7 hrs)  Follow-up Assignments	7  10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 2.1, 2.3, 2.4, 3.2, 3.3, 3.5, 4.1, 4.2, 4.4, 4.6, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.4, 8.1, 8.4, 9.3, 9.4, 9.5, 10.3, 10.5, 10.6
<b>Understanding and Leveraging 3 Super Factors That Matter Most to Student Learning</b>	Based on the newest findings from John Hattie’s research, leaders will focus on understanding three of the top influences that make the biggest difference to students’ learning. These influences are separate from the effects of teaching practices. Rather, they represent how teachers conduct themselves in the classroom, their beliefs about students’ capacity, their ability to connect with students, and their beliefs about what they and their colleagues can accomplish in their classrooms.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 9, 10	2.1, 2.3, 2.4, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.5, 5.6, 6.1, 6.3, 6.4, 7.2, 7.4, 7.5, 9.1, 9.3, 9.4, 10.2, 10.3, 10.4, 10.5
<b>Leadership for Equity and Excellence in ALL Classrooms</b>	As schools and communities become more and more diverse, it is important for school leaders to become equity champions to insure a world class education for all of their learners. The presenter will rely on research from Stanford University as well as the works from equity thought leaders Gary Howard, Zaretta Hammond, Eddie Moore, and Randall and Delores Lindsey. Participants will engage in discussions about the moral imperative of equity work in all schools and then explore practical evidence-based strategies to make classrooms more inclusive and welcoming for students from all walks of life. Leaders will analyze 7 principles of culturally responsive teaching as well as strategies to work with staff to recognize and mediate their own biases.	1 day (7 hrs)  Follow-up Assignments	7  10	2, 3, 4, 5, 6, 7, 9, 10	2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.3, 7.4, 9.1, 9.3, 9.4, 9.5, 10.3

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<p><b>Leveraging a Formative Assessment Process for Improved Student Motivation and Learning</b></p>	<p>This seminar is designed to help school leaders focus on research-based strategies to result in improved student achievement. Many schools use formative assessments as a way to identify student learning needs and adjust instruction accordingly. However, what has been missing from their work is the use of formative assessment in classrooms as part of the instructional process, minute by minute, day by day. Based on the research by John Hattie, Dylan Wiliam, and other leaders in the areas of feedback and formative assessment, participants will understand the findings from the most current, comprehensive studies to date on the process of formative assessment and apply their learning to the work in their schools. This process includes the development of learning targets and success criteria, engaging students in peer and self-assessment using the success criteria, and helping teachers give quality feedback that moves students closer to the learning target.</p>	<p>1 day (7 hrs)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>10</p>	<p>2, 3, 4, 5, 6, 7, 8, 10</p>	<p>2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 4.4, 4.5, 5.5, 5.6, 6.1, 7.4, 8.3, 10.3, 10.4</p>
<p><b>Activating Courageous Leadership for School Success</b></p>	<p>Based on the educational research by Marzano, McNulty and Waters in School Leadership That Works, and supported by contemporary research by John Hattie and the Wallace Foundation, as well as studies about leadership overall, participants will learn about the role of courage in school leadership. Expectations and demands on school principals are ever increasing making the job extremely complex. This seminar honors this complexity and gives light to the everyday courage it takes to lead effectively in today's schools. Four types of courageous leadership will be examined and applied to the most difficult school leadership challenges. Specifically, moral courage, empathetic courage, disciplined courage and intellectual courage will frame the day around leadership practices that build trust, ensure accountability and encourage risk-taking and innovation. Most importantly, participants will understand how to develop a courageous mindset to effectively conquer the challenges they face, and lead their schools to success.</p>	<p>1 day (7 hrs)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>10</p>	<p>3, 4, 5, 6, 7, 8, 9, 10</p>	<p>3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.4, 9.1, 9.5, 10.2, 10.3, 10.5</p>

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<p><b>Creating a School Culture Based on the Spirit of Cooperation and Shared Leadership</b></p>	<p>The focus during this workshop will be on the importance of creating a culture of cooperation and collective effort in schools. Based on the evidence gleaned from current research that demonstrates the positive relationship between collaborative relationships and increasing student achievement, participants will explore how to build a culture of commitment in their schools using a collective leadership approach. Participants will be exposed to a variety of strategies to create a culture of cooperation, as well as practice several conversation techniques that facilitate collective leadership. Cooperative learning strategies will be used throughout the seminar to enable participants to experience a collaborative culture, and feel, see, and hear what needs to occur in their work environments.</p>	<p>1 day (7 hrs)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>10</p>	<p>2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>2.1, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.4, 5.5, 5.6, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3, 9.1, 9.2, 9.4, 9.5, 10.5</p>
<p><b>Establishing and Leveraging a School Vision and Mission to Build a High-Performance Team</b></p>	<p>This seminar is intended to engage leaders in deep thinking about the importance and benefits of establishing a purpose-driven vision and mission to bind the staff together for a greater good. So many teachers are “burned out” and many school leaders are stressed out. This is the result of a lack of attention to the greater good of the work. All schools experience missteps, mistakes and miscalculations on their journeys to excellence. It is how they handle these disappointments and setbacks that determine if they bounce back and how they go forward. A high-performance team is resilient, purpose-driven and focused on the work that matters most to students. Research tells us that there are distinct and powerful qualities of leaders who are team builders. The participants will explore these qualities, along with new and surprising research on what motivates people to give more of themselves at work, and how leaders can get twice the productivity from their people.</p>	<p>1 day (7 hrs)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>10</p>	<p>2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.4, 7.5, 8.1, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 10.2, 10.3, 10.4, 10.5</p>

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<p><b>Visible Learning Foundation Day</b></p>	<p>Visible Learning plus is an in-depth school change model of professional learning based on the world’s most powerful evidence base on student achievement developed by John Hattie. Through Visible Learning plus, school-based teams systematically examine effective instructional practice to make substantial gains in student achievement. In this foundational workshop, participants will discuss the most important messages from the Visible Learning research and understand what does - and doesn’t - make a significant difference to student achievement.</p>	Keynote (2 hrs)	2	4, 5	D.1, E.1, E.2, E.3, E.5
		1 day (7 hrs.)	7		
		3 days (21 hrs)	21		
		Follow-up Assignments	10		
<p><b>Making Literacy Learning Visible</b></p>	<p>This workshop demonstrates how using the right approach at the right time can help you design classroom experiences more intentionally that hit the surface, deep, and transfer phases of learning. This workshop covers Visible Learning research, its connections to surface, deep, and transfer learning as it relates to literacy, the most impactful approaches to use in each stage of learning, and the tools for measuring your impact on student learning.</p>	Keynote (2 hrs)	2	1, 3, 4	A.3, A.4, A.5, A.6, C.1, C.3, C.4, D.1, D.2, D.3
		1 day (7 hrs.)	7		
		5 days (35 hrs)	35		
		Follow-up Assignments	10		

Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded- www	FEAP	FCPCS Teacher Evaluation Alignment
<b>Making Mathematics Learning Visible</b>	This full-day workshop demonstrates how using the right approach at the right time helps educators intentionally design classroom experiences that hit the surface, deep, and transfer phases of mathematics learning. This framework helps educators reach the level of rigor today’s students must meet through the combination of conceptual understanding, procedural fluency, and application. The workshop also delves into the role of clear learning intentions and success criteria as the first step to better learning, as well as the kinds of rich mathematical tasks and mathematical discourse central to each phase of learning. Participants will be actively engaged in doing mathematics during the session.	Keynote (2 hrs)	2	1, 3, 5	A.1, A.3, C.1, E.3
		1 day (7 hrs.)	7		
		5 days (35 hrs)	35		
		Follow-up Assignments	10		
<b>Visible Learning Inside Series: Feedback That Makes Learning Visible</b>	The Visible Learning research tells us that feedback has a big impact on student achievement. This seminar focuses on effective types of feedback and ways to provide effective feedback to your students.	1 day (7 hrs.)	7	4	D.5
<b>Teacher Clarity</b>	When teachers gain clarity and work together to focus in on the most important standards, they address 80-90% of what is assessed statewide. With ongoing, embedded formative assessment aligned to clear learning intentions and criteria for success, the result is a visible learner who is assessment-capable and equipped with strategies to take ownership of learning.	2 days (14 hrs)	14	4	D.2
		Follow-up Assignments	10		

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<p><b>High Expectations Teaching</b></p>	<p>What do successful teachers say and do in daily practice to build resiliency and grit in low-confidence, struggling students? Learn the subtle but powerful classroom moves that help students develop a growth mindset, plus perseverance strategies, confidence builders, and ways to directly teach students the attributes of effective effort and how to exert it.</p>	3 days (21 hrs.)	21	2	B.2
		4 days (28 hrs)	28		
		5 days (35 hrs)	35		
		Follow-up Assignments	10		
<p><b>Fisher &amp; Frey Close and Critical Reading</b></p>	<p>The Fisher &amp; Frey Close and Critical Reading Workshops help teachers deepen their understanding of what quality reading instruction really looks like. Participants will understand how to choose appropriate texts, learn about the gradual release of responsibility framework to help students become increasingly independent, discover how to effectively implement close reading through a variety of strategies, and learn how to formatively assess students based on the artifacts created during reading instruction.</p>	1 day (7 hrs.)	7	1, 2, 3, 4	A.2, A.3, A.4, A.5, A.6, B.2, B.3, B.5, C.1, C.2, C.3, C.4, C.5, C.6, D.1, D.2, D.3, D.4
		5 days (35 hrs)	35		
		10 days (70 hrs)	70		
		Follow-up Assignments	10		
<p><b>Concept Based Curriculum and Instruction</b></p>	<p>Innovators don't invent without a deep understanding of how the world works. With this foundation, they apply conceptual understanding to solve new problems. This workshop provides tools for helping students uncover conceptual relationships and transfer them to new situations.</p>	2 days (14 hrs)	14	3	C.5, C.6
		Follow-up Assignments	10		



Workshop Title	Workshop Description	Workshop Length	Inservice Points Awarded- www	FEAP	FCPCS Teacher Evaluation Alignment
<p><b>Social Emotional Learning: Changing the Culture of School Discipline</b></p>	<p>This workshop is designed to provide an overview of how to create effective social-emotional behavior systems: Tier 1 (school wide), Tier 2 (small group targeted), and Tier 3 (individualized) in schools. This workshop will provide examples for educators on how to incorporate social-emotional practices in each tier of intervention in order to support a culture of school discipline that focuses on teaching behaviors similar to teaching academics.</p>	<p>1 day (7 hrs.)</p> <p>5 days (35 hrs)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>35</p> <p>10</p>	<p>2</p>	<p>B.6</p>
<p><b>Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain</b></p>	<p>Experience 20 instructional strategies (based on brain research and learning style theory) that maximize memory and minimize forgetting. Increase learning for all students when strategies like drawing, metaphor, movement, music, and storytelling are used to teach curriculum objectives and meet international standards. Ensure that brains retain key concepts, not only for tests, but for life! This workshop has been called both professionally and personally life-changing and lots of fun!</p>	<p>1 day (7 hrs.)</p> <p>Follow-up Assignments</p>	<p>7</p> <p>10</p>	<p>1, 3</p>	<p>A.3, A.6, B.2, C.3</p>