Brockport Research Institute has developed professional learning opportunities that follow the standards set by both New York State and Learning Forward©, the Professional Learning Association. These standards outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.

NEW YORK STATE STANDARDS

NYS and Learning Forward© standards are based in part on “What Makes Professional Development Effective,” (Garet et al, American Educational Research Journal, Winter 2001.) The large-scale study identified which specific features of professional development significantly affect teacher learning, increasing knowledge and skills and changing classroom practice.
EVALUATIONS

Evaluating Educational Initiatives

Instructors: Tracy Herman, Sara Silverstone

Course Description: Data-driven decision-making requires the systematic collection and analysis of valid data, which is what program evaluation is all about. We will present an overview of program evaluation including the importance of defining the evaluation questions/purposes, identifying data collection tools to measure the data necessary to answer those questions, and the process of data collection, analysis, and reporting. Attendees then participate in a facilitated discussion on how to apply evaluation approaches to monitoring the implementation and outcomes of behavioral and curricular initiatives such as PBIS/RTI, Character Education or next generation NYS P-12 Science Learning Standards. Attendees will gain knowledge in the fundamentals of program evaluation as well as the application of evaluation approaches to assess and improve educational initiatives.

Format: In-person interactive Workshop.

Audience: School District Office Leaders, School Site Leaders, Program Directors, Grant Professionals.

Participant Number: 40 educators per session.

Hours: Flexible. Usually between 2 and 6 hours. May be combined with Evaluating Professional Development and/or Developing Logic models as a series.

Tracy Herman
Director of Evaluations

Tracy Herman has extensive experience in the field of educational evaluations, both formative and summative. She has experience in developing and managing research studies, designing evaluation instruments, protecting human research subjects, conducting primary field research and secondary research, synthesizing data, and supporting federal reporting for the past 18 years. She is skilled in qualitative and quantitative data analysis, and oversees mixed methods studies. Ms. Herman holds a Master’s degree in Health Psychology from Northern Arizona University.
Evaluating Professional Development

Instructors: Tracy Herman, Sara Silverstone

Course Description: Professional development has value only to the extent that it improves student learning. Whether it is in the form of workshops and seminars, or ongoing, job-embedded activities such as study groups, action research, collaborative planning, curriculum development, structured observations, peer coaching, or mentoring, professional development should be a purposeful endeavor, and assessing its effectiveness should be part of the planning. Through facilitated discussion and guided practice, participants will learn how to apply the five critical levels of evaluation to improve professional development, beginning with thinking about the desired student learning outcomes (Gusky, 2000, 2001).

Format: In-person interactive Workshop.

Audience: School District Office Leaders, School Site Leaders, Program Directors, Grant Professionals.

Participant Number: 40 educators per session.

Hours: Flexible. Usually between 2 and 6 hours. May be combined with Evaluating Educational Initiatives and/or Developing Logic models as a series.
Grants 101: An Introduction to Grant Writing

Instructor: Sara Silverstone

Course Description: This workshop provides an overview of the grant writing process. From identifying funding opportunities that best match your organizational needs to drafting a compelling, data-based narrative, “Grants 101” will help new grant writers to understand the funding process, create a competitive proposal, and communicate with program managers and private funders before, during, and after the funding process.

Format: In-person interactive Workshop.

Audience: School District Office Leaders, School Site Leaders, Program Directors, Grant Professionals.

Participant Number: 40 educators per session.

Hours: Flexible. Usually between 2 and 6 hours.
Developing Logic Models

Instructors: Sara Silverstone, Tracy Herman

Course Description: This workshop will present a range of models and templates for logic models used for a variety of applications. A logic model is a strategic planning tool which presents a picture of the activities that will bring about a desired change and the results you expect to see. Logic models can be used to focus discussions and make planning time more efficient by clarifying program strategy and assessing the potential effectiveness of an approach. Through facilitated discussion and guided practice, attendees will create a logic model for a program of their choosing.

Format: In-person interactive workshop.

Audience: School District Office Leaders, School Site Leaders, Program Directors, Grant Professionals.

Participant Number: 40 educators per session.

Hours: Flexible. Usually between 2 and 6 hours. May be combined with Evaluating Educational Initiatives and/or Evaluating Professional Development as a series.

Dr. Sara Silverstone

Dr. Silverstone has been a science educator for 30 years, teaching Biology at California State University, Bakersfield and SUNY Brockport, directing the Rochester Area Colleges’ Center for Excellence in Math and Science and founding and directing the Finger Lakes STEM Hub. She started BRI in 2013, to provide high-quality grant writing, evaluation and professional development services to clients in K-12 and higher education. Dr. Silverstone has obtained over 17M in grants and has led over 30 evaluations of grants from NSF, USED, NYSED and other agencies. She has led professional development in STEM Learning, 21st Century Skills, PBL, Leadership & Strategic Planning, and grant writing and evaluations.
Balance: Getting Back to Basics

Instructor: Pamela Haibach-Beach

Course Description: During this course, attendees will learn about the importance of balance, and its role in performing essential motor activities. Balance is basic to all aspects of movement. Because vision provides the primary sensory role in maintaining balance, it is not surprising that people with vision loss are less stable than their sighted peers. Fear of falling is associated with depression, decreased mobility and social activity, increased frailty, and increased risk for falls. Falls usually aren’t caused by one issue, but rather a combination of variables, and most falls are preventable! Attendees will also learn some basic exercises and balance activities that can be modified to help improve their balance.

Format: In-person interactive Workshop.

Audience: Districtwide – all staff may benefit from this workshop.

Participant Number: This course can be taught to any number of participants.

Hours: 2 hours.

Teaching Strategies for Individuals with Visual Impairments

Instructor: Pamela Haibach-Beach

Course Description: This course will provide teaching strategies to teach individuals with visual impairments as well as modifications to classroom games and activities that can enable individuals with visual impairments to be included with their sighted peers. Individuals with visual impairments are often not included in regular classes and physical education due to lack of knowledge on how to effectively teach and include them.

Format: In-person interactive Workshop.

Audience: Districtwide – all staff may benefit from this workshop. This session can be specialized for physical education and coaching or can be generalized for the regular classroom.

Participant Number: This course can be taught to any number of participants.

Hours: 2 hours or more. This course is best delivered as a series focusing upon specific skills, sports, or games where participants can apply a skill in their classroom, reflect, and then return for another session.

“BRI has a proven record of success and we look forward to working with them for many years to come.”

Assistant Superintendent for Instruction and School Improvement
Fitness and Cognitive Function

Instructor: Pamela Haibach-Beach

Course Description: This workshop will discuss how and the extent at which physical activity and healthy living can influence cognitive function, including the postponement of age-related declines in memory, attention, and speed of processing. Practical suggestions will be given on how to improve cognitive function through fitness. In addition, participants will perform some brain activities during the session.

Format: In-person interactive Workshop

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 6 and 20 hours. This course is best delivered as a series where participants can apply a skill in their classroom, reflect, and then return for another session.

Dr. Pamela Haibach-Beach

Dr. Pamela Haibach-Beach is a Professor at the State University of New York, College at Brockport and recipient of the Chancellor’s Award for Excellence in Teaching. She established and co-directs The Institute of Movement Studies for Individuals with Visual Impairment (IMSVI), with the mission of publishing scholarly work, developing educational curricula and programming related to motor development, particularly for people with visual impairments. She has served as chair of NASPE Motor Development & Learning Academy and currently serves as a Board member of the American Kinesiology Association.
### Sedentary Behaviors in the Classroom

**Instructor:** Pamela Haibach-Beach  
**Course Description:** This course will define types of sedentary behaviors and discuss their detrimental affects. It will also discuss how to increase physical activity and movement throughout the day to benefit students’ focus in the classroom and lead to improved health and function. Sedentary behavior has been associated with an increased risk of metabolic health, cardiovascular diseases and diabetes and has been considered the ‘new smoking.’

**Format:** In-person interactive Workshop.  
**Audience:** Districtwide – all staff may benefit from this workshop.  
**Participant Number:** This course can be taught to any number of participants.  
**Hours:** 2 hours

### The Importance of Teaching Fundamental Motor Skills

**Instructor:** Pamela Haibach-Beach  
**Course Description:** This course will discuss the importance of fundamental motor skill development in early and young childhood, fundamental motor skill progressions, effective teaching and assessment of fundamental motor skills. The fitness movement, although well intended, has left many physical education programs with a reduced-to-minimal focus on motor skill development in an effort to push more fitness related activities. Vast research in motor skill competence and perceived motor competence indicates that children with poorer motor skills are less likely to be active as adolescents and adults. This has negative implications on fitness and health statuses. There is a critical age in which fundamental motor skills must be acquired to maximize sport specific motor skills in adolescence and beyond.

**Format:** In-person interactive Workshop.  
**Audience:** Physical educators will benefit from this workshop  
**Participant Number:** This course can be taught to any number of participants.  
**Hours:** 2 hours or more. This course is best delivered as a series where participants can apply a skill in their classroom, reflect, and then return for another session.

### Healthy Eating– Reading Beyond the Labels

**Instructor:** Pamela Haibach-Beach  
**Course Description:** This workshop will explore the many deceptions of the food industry and how to eat smarter and healthier. The obesity epidemic continues to reach new heights, yet statistics indicate that there are more Americans exercising than ever before. If people are more active, why are so many gaining unhealthy weight?

**Format:** In-person interactive Workshop.  
**Audience:** Districtwide – all staff may benefit from this workshop.  
**Participant Number:** This course can be taught to any number of participants.  
**Hours:** 2 hours or more. This course is best delivered as a series where participants can apply a skill in their classroom, reflect, and then return for another session.
Culturally Responsive Teaching and Learning

Culture is a critical element to learning. It affects the communication and reception of information, and shapes the thinking process of groups and individuals. Acknowledging, responding to, and celebrating culture offers full, equitable access to education for students from all cultures. BRI is proud to offer Culturally Responsive Teaching and Learning in an adaptable format to suit your organization’s needs in a wide range of applications.

Culturally Competent Instruction

Instructors: Dr. Elizabeth Heavey, Dr. Jeff Linn

Course Description: This program will improve instructor understanding of cultural competence. Training will promote focus on awareness of bias, cross-cultural awareness, and socio-economic disparities, and develop strategies for effective cross-cultural communication in any environment. This training will emphasize the impacts of economic and health disparities, and will make instructors more aware of cultural barriers. Session 1 will discuss cultural competency/bias/stereotyping and techniques of motivation for all learners. A focus on meta-cognitive processes enables participants to reflect on their own behaviors and perspectives and that of their learners. Session 2 provides the principals of instruction for meeting the needs of students at various levels of competency. By using specific scenarios, teachers learn how to meet the needs of a culturally and cognitively diverse learners.

Format: This professional development training will consist of lecture, discussion, small group problem solving, and practice assessments and interventions.

Audience: Courses can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select modules to focus on based on their assessed needs.

Participant Number: 25 educators per session

Hours: Flexible. Usually between 6 and 20 hours. This course is best delivered as a series where the participants can apply a skill in their classroom, reflect, and then return for another session.
Thinking Critically About Poverty and the Poor

Instructor: Jeff Linn

Course Description: The purpose of this interactive course is for participants to examine their views and assumptions about poverty through the lens of the Federal government poverty guidelines, the nine-county Finger Lakes regional report on poverty, and work done on the common myths of poverty.

Format: Interactive Workshop (In-person or hybrid online). Course can also be designed to be fully online through collaboration with your school district’s online learning team.

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 6 and 20 hours. This course is best delivered as a series where participants can apply a skill in their classroom, reflect, and then return...

"One of the best professional development experiences I’ve been to–fast-paced and thought provoking....as a result of this workshop, I will re-evaluate my thoughts and teaching of poverty and cognitive capacity as a teachable skill”

Workshop Participant
Experiences of Diverse Families: What Professionals Can Do to Help Create Better Systems

Instructor: Elizabeth Heavey

Course Description: Prominence of the dominant culture sometimes makes it difficult for members to perceive aspects of our current educational, health and criminal justice systems that affect diverse families. Even professionals with the best of intentions may inadvertently create barriers or promote misunderstanding simply due to lack of awareness and communication styles. This interactive workshop will explore these issues, promote self-awareness and enable discussion about how professionals have the opportunity to promote change and serve diverse families more effectively.

Format: Interactive Workshop (In-person or hybrid online).

Audience: All educational professionals who interact with families. May be appropriate for districtwide PD or as part of a series.

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 2 and 6 hours. This course is best delivered as part of a series where participants can apply a skill in their classroom, reflect, and then return for another session.

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Dr. Elizabeth Heavey

Dr. Elizabeth Heavey, Ph.D, RN, CNM is a certified nurse-midwife and epidemiologist and has completed a post-doctoral fellowship in Adolescent Medicine. She is a Professor of Nursing at SUNY Brockport. Dr. Heavey is a legal nurse consultant providing case reviews involving healthcare delivery and patient outcomes. She has practiced as a registered nurse and as a certified nurse-midwife for more than twenty years with high risk urban populations in underserved communities. She serves on several community advisory boards, provides expert consultation to community health service agencies and facilitates training sessions for professional nursing organizations. In 2013 she was awarded the SUNY Chancellors Award for Teaching Excellence and in 2016, she was awarded the SUNY Center for Online Teaching Excellence- Faculty Ambassador Award. She currently serves as a COTE Fellow and online course reviewer for New York State. Dr. Heavey was awarded the Excellence in Academic Advisement award and was nominated for the Presidential Teacher of the Year award.
Using Unfolding Scenario Assignments in an Online Environment

Instructor: Elizabeth Heavey

Course Description: Problem based learning promotes critical thinking by encouraging collaboration, motivating students to engage with relevant content and anchoring learning in real world contexts. These assignments increase engagement and allow students to apply learning to real world situations. This interactive workshop will include opportunities for participants to develop unfolding scenario assignments that would work in their classroom, discuss how to implement unfolding scenarios effectively in an online environment and how to evaluate and assess the student/instructor feedback after implementation.

Format: Interactive Workshop (In-person or hybrid online).

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 2 and 4 hours.

Developing Critical Thinking in Online and Hybrid Courses

Instructor: Elizabeth Heavey

Course Description: Contrary to popular belief, online teaching skills and thoughtful curriculum design are more important than technological skills. Further, instructor presence and online discussions have been found to lead to deeper reflection and learning. Participants will be given the opportunity to investigate, design, and implement rigorous questions, assignments to promote critical thinking in online environments.

Format: Interactive Workshop in-person in a computer lab.

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

Hours: 2 hours.
Strategies for Success Teaching Quantitative Courses Online
Instructor: Elizabeth Heavey

Course Description: This workshop is designed to help eliminate common pitfalls associated with teaching online quantitative courses, making online teaching more effective and minimizing stress for both the instructor and the students. The evolution of many professions has resulted in the need to understand and analyze assessments and quality improvement initiatives. Learning a complex body of knowledge online requires questions, assignments and assessments designed at multiple levels of Blooms Taxonomy with an emphasis on application, synthesis, analysis, and evaluative level tasks. Unfortunately, even many seasoned educational professionals are intimidated by the prospect of teaching quantitative courses online and may default to a correspondence course model that does not promote student engagement or learning.

Format: Interactive Workshop (In-person or hybrid online).

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

“This PD has reframed my thinking about how to use technology in the classroom...Beth knew her stuff and was ready to deliver!”

Professional Development Participant

Hours: 2 hours.
Best Practices for Teaching and Engaging Students in Online and Hybrid Formats

Instructor: Elizabeth Heavey

Course Description: It is a common misperception that teaching online simply means converting in-person educational materials to an electronic format. Although many online courses are offered this way, this approach does not maximize learning nor does it lead to high levels of student/instructor satisfaction. The content is designed to help eliminate common pitfalls associated with online teaching, making online teaching more effective and minimizing stress for both the instructor and the students.

Format: Interactive Workshop in-person in a computer lab.

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

Hours: 2 hours.

Using On–Line Communities to Transform Critical Thinking and Biases

Instructors: Jeff Linn & Elizabeth Heavey

Course Description: Students cannot hide in the back of the room in a hybrid or online course. The potential for online learning is that well designed questions and assignments can support students in a safe environment which in turn can lead to deeper thinking and self reflection on issues that they may not be comfortable discussing face to face. In this workshop participants will: self assess their beliefs on the potential for online learning, discuss the misconceptions that they may bring to the design of online courses, and consider the potential that online communities have in reducing biases.

Format: Interactive Workshop (In-person or hybrid online). Course can also be designed to be fully online through collaboration with your school district’s online learning team.

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

Hours: Flexible. Usually 2-4 hours.

“Sara and the BRI staff are a pleasure to work with. They are a team of responsive and thoughtful professionals.” – Director of Exceptional Education and Alternative Education

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Common Leadership Problems Faced by Novice and Experienced Leaders: An Interactive Workshop

Instructor: Jeff Linn

Course Description: Based on the work Dr. Linn has completed coaching 36 administrators the past six years and the work of the Advisory Board for the Department of Educational Leadership, this workshop focuses on the issues of: handling authority and power, methods and strategies for having courageous conversations and giving feedback, and managing change.

Format: Interactive Workshop (In-person)

Audience: BOCES and district leaders and coaches

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 2-6 hours. May be customized or delivered as a series. Specific issues can be presented in a shorter separate workshop.
Preparing Metacognitive Educational Leaders

Instructor: Jeff Linn

Course Description: This course will discuss the shifting landscape of American schools including gender, demographics, social media, data collection, accountability and other issues facing our field. Today’s educational leaders are expected to build and maintain relationships with all stakeholders while simultaneously making decisions that impact these groups. They are required to solve problems, manage time, and collaborate while independently resolving time sensitive issues on a daily basis. Participants will work with scenarios and problem solving methods to understand develop approaches that schools can take to address these or other issues.

Format: Interactive Workshop (In-person or hybrid online). Course can also be designed to be fully online through collaboration with your school district’s online learning team.

Audience: School and district leaders.

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 6 and 20 hours. May be customized or delivered as a series. Specific issues can be presented in a shorter separate workshop.

Developing a Shared Vision for Teacher Leadership

Instructor: Jeff Linn

Course Description: Participants will learn how to create a collaborative vision for cultivating teacher leaders, define the role of teacher leadership by connecting that vision with the essential qualities needed to serve as a teacher leader, understand how professional learning focused on critical thinking about practice promotes continual professional learning, and work to establish a framework for implementing a district vision for teacher leadership.

Format: Interactive Workshop (In-person or hybrid online). Course can also be designed to be fully online through collaboration with your school district’s online learning team.

Audience: Administrators and teacher-leaders

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 6 and 18 hours. This course is best delivered as a series where participants can apply skills in their classroom, or with their organization, reflect, and then return for another session.
THE FOUNDATIONS OF LEADERSHIP

Instructors: Thomas Nicoll, Sara Silverstone

Program Overview & Content

Brockport Research Institute is proud to present a series of workshops specifically designed to improve your organization’s success by helping to define and sharpen your management team’s leadership skills. Each workshop presents leadership topics and the framework for understanding each topic and its relationship to the whole. We will help attendees grow by giving them essential skills in strategic planning, leadership and networking that develop managerial confidence and innovation. You will also gain the tools to hone critical thinking skills as well as clarify your team’s vision.

Workshop Offerings & Structure

BRI offers several workshop options. Our Introduction to the Foundations of Leadership will touch on topics from all of our classes. While the workshops were developed as an integral series, any workshop can be given by itself as a focus topic or review. We recommend selecting all 5 workshops for the best value and most content-rich experience, and then scheduling individualized workshops at a later date as a refresher. While the basic course involves five 3-hour classes, we also offer 1 to 3-day customized intensives including guided group discussion, reflection, planning and problem-solving sessions.

1) Introduction to the Foundations of Leadership

A basic 3 hour workshop designed to highlight all the information your team needs to excel as educational leaders. This workshop will touch on strategic planning as a critical element of leadership success, efficient and effective collaboration to reach organizational goals which includes pulling all educational partners into the process, the need to balance hierarchical verses collaborative leadership, and how to empower and encourage innovative leadership at all levels from the district to the classroom.

2) Strategic Planning as a Basis of Effective Leadership

This intensive workshop will demonstrate how to use strategic planning as a foundation to develop growth opportunities for your leadership team. Using strategic planning as a framework for effective leadership can transform and revitalize your organization leading to a renewed commitment to and understanding of your mission, vision, and goals at all levels. 3 hours.

3) Fostering a Culture of Collaboration

Building a strong team means getting others involved in the organization vision. This workshop presents the skills to effectively communicate with and engage all stakeholders including your staff, teachers and administrators as well as students, parents, community members and industry leaders. Learn communication tools and strategies to engage others in your vision for the organization. 3 hours.

4) Balancing Hierarchical and Collaborative Leadership

Good leadership will always provide structure and discipline without stifling initiative. Learn the advantages and disadvantages of two of the most used leadership techniques. Find out when and how to use each to your organization’s advantage. Managerial confidence and creativity will flourish after attending this workshop. 3 hours.

5) Empowerment and Innovation

Empowering the members of your organization leads to team innovation and sense of success. Attend this workshop to learn the various methods and skills needed to empower your team. Using a collaborative leadership model balanced with structure and discipline, create an environment where employees have a clear understanding of your organization’s vision and their individual roles within it that vision. 3 hours.

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Thomas Nicoll

Colonel Thomas Nicoll is Senior Fellow at Brockport Research Institute. He holds a BS in Civil Engineering from Notre Dame and a Master’s of Social Science from Syracuse University’s Maxwell School of Citizenship and Public Affairs. Colonel Nicoll has over 28 years experience teaching leadership and organizational management in the US Marine Corps. He retired from the Marine Corps in 2002 and currently advises government, small business, education and nonprofit organizations in strategic planning and leadership development.

BRI Leadership Workshops are designed to assist your entire team, including Superintendents, District Leaders, Project Coordinators, and Lead teachers.
Patrick L. Jackman has over 25 years of experience working with national companies, top executives, and organizations as a leader, coach, mentor, experienced trainer and facilitator. As Founder and Principle Training Consultant of The Jackman Group LLC, a training and development firm that specializes in training and development for corporate, small business, education, and not-for-profit markets across the country, Patrick is responsible for all client leadership training, communication skills, effective team building and virtual training. Patrick has provided leadership training, strategic planning, executive coaching and conflict management training to educational clients including the Rochester City School District, Rochester Educational Opportunity Center, Long Island Educational Opportunity Center, and the SUNY University Center for Academic and Workforce Development.

Building an Effective and Productive Team

**Instructor:** Patrick L. Jackman

**Course Description:** This workshop explores what teams are, and provides skills and tools for participants to learn how to build effective and productive work teams. Participants will assess their teams, analyze why they do or do not function well, study the importance of teamwork, and identify practical strategies and action steps for making their teams more effective. The course will cover the definition and importance of teams and teamwork, the components of effective and productive teams, building an effective team, and interactive team work activities.

**Format:** Interactive in-person workshop that can be customized to the organization

**Audience:** School and district leaders with functional teams

**Participant Number:** 20 participants per session

**Hours:** This workshop is generally between 7 and 14 hours. May be customized as a standalone workshop or delivered as a series with Improving Relations and Managing Conflict, and Developing an Effective and Productive Team workshop.

“As a result of Patrick’s training, we will be implementing three new initiatives. Since the training has taken place, we continue to receive positive feedback from the faculty and staff.” Executive Director

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Developing an Effective and Productive Team

Instructor: Patrick L. Jackman

Course Description: This workshop is Part Two of ‘Building an Effective and Productive Team’. It explores the role of leaders and managers in developing others, including having difficult conversations. The workshop provides skills and tools to enhance participant knowledge, enabling them to effectively assess and develop their teams through the development continuum and the success equation model.

Format: Interactive in-person workshop that can be customized to the organization

Audience: School and district leaders with functional teams

Participant Number: 20 participants per session

Hours: This workshop is generally between 7 and 14 hours. May be customized as a standalone workshop or delivered as a series with Improving Relations and Managing Conflict, and Developing an Effective and Productive Team workshop.

“This workshop was excellent! Great pace, great balance between participation, group activities and lecture. This workshop was truly transformational.”

Workshop Participant

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**Improving Relationships and Managing Conflict**

**Instructor:** Patrick L. Jackman

**Course Description:** The goal of this workshop is to provide tools and a practical methodology for empowering participants to improve relationships and manage conflict. Participants will be able to identify what makes them tick, know what makes others tick when things are going well and when in conflict or opposition. The workshop also aids in building stronger, healthier relationships and identifying motives behind the participant and their team’s behaviour. Topics include Strength Deployment Inventory (SDI), Relationship Awareness Theory, and SDI interpretation. (E.H. Porter, 1971, 1996.)

**Format:** In-person workshop

**Audience:** School and district leaders with functional teams

**Participant Number:** 20 participants per session

**Hours:** Usually between 2 - 14 hours. May be customized as a standalone workshop or delivered as a series with our Building an Effective and Productive Team workshop.
Effective Presenting
Instructor: Patrick L. Jackman
Course Description: This introductory presentation skills workshop gives you tools and knowledge on how to effectively connect with your audience. It helps you to improve your performance at your next speaking engagement or presentation opportunity. The workshop covers the top 10 mistakes people make while speaking in front of others, the top 5 things to retire from your presentation, and critical insights that can drastically change the results you achieve from your audience.
Format: Delivered in-person or live online.
Audience: School, district leaders, peer influencers or anyone gives presentations, speeches or lectures.
Participant Number: 20 - 30 participants per session.
Hours: 2 Hours.

Effective Presentation Skills
Instructor: Patrick L. Jackman
Course Description: Having the right tools, knowledge and how to effectively connect with an audience helps reduce fear of public speaking. In this highly interactive workshop, participants learn the essentials of making impactful and effective presentations through video recording, feedback, self awareness and experienced workshop leader facilitation. The workshop is geared towards leaders, presenters, speakers, and team members who want to improve their presenting skills. Participants will learn how to deliver impactful and effective presentations, communicate with confidence and clarity, reduce ‘filler words’ (um, ah, like, you know, okay), and how to structure presentations, and maintain composure and control.
Audience: School and district leaders, anyone who gives presentations, speeches or lectures.
Participant Number: 10 participants per session
Hours: This is a 2-day workshop. Approximately 14 hours.
LEADERSHIP

The Seven Habits of Highly Effective Systemic Change Agents

Instructor: Michelle Kavanaugh

Course Description: "When we are no longer able to change a situation – we are challenged to change ourselves" (Viktor Frankl). This workshop is an experience in changing one’s thinking and behavior in order to effect systemic change within an organization. Participants will see examples and practice use of three systemic change tools and four proven strategies that lead to systemic change. At the conclusion of the workshop, participants will take away draft materials for use in their organizational setting.

Format: In-person interactive Workshop.

Audience: School District Office Leaders, School Site Leaders, Program Directors, Graduate Students in Education, Public Administration, Business Administration or Health Administration.

Participant Number: 40 educators per session.

Hours: 2 hours. (Note: The length is compressed due to the busy schedules of leaders. However, if a longer time span is available, we can develop the workshop, accordingly.)

Dr. Michelle Kavanaugh

Dr. Kavanaugh is the President of the Western New York STEM Hub. She has over 37 years of experience in education, including 11 years as a school superintendent. She is the recipient of the Outstanding STEM Service Award, the Margaret Ashida STEM Leadership Award, the Service to Science Award, and the Women Touching the World Award.

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Brockport Research Institute is proud to present a series of workshops specifically designed to help your staff understand the essentials of STEM Education in today’s schools. Each workshop presents tools and skills needed to ensure their success as STEM educators in this day and age. Successful teachers equal successful students.

**STEM Overview and Introduction**

**Instructor:** Sara Silverstone

**Course Description:** This course will provide an introduction to the concept of quality S.T.E.M. learning including using the Quality S.T.E.M. Learning Rubric to improve student learning and engagement. S.T.E.M. (Science, Technology, Engineering, Mathematics) is much more than an acronym. It is an interdisciplinary approach to learning in which students become innovators, solving real world problems through design. A STEM classroom shifts students away from learning isolated bits and pieces of phenomenon and rote procedures and toward investigating and questioning the interrelated facets of the world. One hallmark of a STEM classroom is an emphasis on design and problem-solving in “intellectually messy” learning situations that weave together the disciplines.

**Format:** In-person interactive Workshop.

**Audience:** Course can be differentiated for educators in grades Pre-K through 12 in any subject area. Schools may select certain modules to focus on based on their assessed needs.

**Participant Number:** 40 educators per session.

**Hours:** Flexible. Usually between 3 and 6 hours.
Developing Inquiry-based Science Learning Experiences for the Elementary Classroom

Instructor: Peter Kalenda

Course Description: This course focuses on helping elementary educators with developing and/or implementing ELA-aligned inquiry-based science lessons with their students. Teachers will learn about inquiry-based science lessons by experiencing them as a learner. Once they develop a framework of what inquiry-based education looks like they will learn about building literacy instruction into their science lessons, designing their own science activities, connecting with families through science activities at home, developing a range of meaningful assessments and addressing the Next Generation Science Standards.

Format: In-person or hybrid.

Audience: This course can be run to aid elementary teachers with implementing a new inquiry-based science curriculum, such as the NGSS-aligned FOSS Kits. This course can also be run to assist teachers with developing their own learning experiences from scratch.

Participant Number: 25 educators per session.

Hours: Varies based on school need. Can be run between 5 and 20 hours. This course works best as a series.

Dr. Peter Kalenda

Dr. Peter Kalenda is a Professor of Elementary & Secondary Science Education at The College at Brockport, as well as a certified program evaluator specializing in collaborative evaluation techniques for educational and science-based organizations. He has worked for the Rochester City School District for 10 years as both a secondary science educator and an Instructional Coach for Differentiation, and worked at the Seneca Park Zoo as an Exhibit Redesign Facilitator and a Program Evaluator while he completed his doctoral research on creating interactive learning experiences for families in informal learning environments. He holds degrees in biology, teaching & curriculum, program evaluation, and educational leadership. Dr. Kalenda has expertise in developing collaborative cultures and is adept at eliciting meaningful feedback from stakeholders by quickly developing a rapport and asking pertinent and insightful questions.
**Project Based Learning**

**Instructors:** Sara Silverstone & Kathy Hoppe

**Course Description:** This course will orient participants to project-based learning, including its purpose, philosophy and mechanics by immersing them in actual PBLs. Following their participation as students, they will work in pairs or small groups to develop a PBL. All activities will be debriefed to facilitate feedback and reflection. Participants will consider the relationship of ill-structured problems in learning experiences to problems in the real world; practicing the role of teacher as coach; develop assessments for the PBL lesson; identify how integration of skills and training needed for students to be successful in STEM careers can occur within classroom instruction; and recognize how engineering and design principles are applied in everyday work.

**Participant number:** Up to 20 participants per session.

**Audience:** Teachers, Counselors and District Leaders interested in engaging students in lessons that implement real-world applications and 21st century learning skills which prepare them for career and college readiness.

**Format:** This course will be taught using an in-person active student-centered teaching approach.

**Hours:** Flexible. Usually between 8 and 35 hours. This course is best delivered as a series where participants create a PBL unit, teach part of the unit, reflect and then return for another session.

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**Kathy Hoppe**

Kathy Hoppe is a NYS Certified School District Administrator, 7-12 Science and Biology Teacher. Kathy was awarded the Albert Einstein Distinguished Educator Fellowship and worked in the Directorate of Engineering, Engineering Education and Centers from 2013-15. Kathy was a Science/STEM Instructional Specialist Monroe 2-Orleans BOCES, and taught Middle School Science, Biology and AP Biology at Kendall JSHS for 17 years. Most recently, Kathy has been an Education Associate at the US Patent and Trademark Office doing outreach for innovation and technology. Kathy has had extensive experience in Case and Problem Based Learning and has been trained as a facilitator and coach at IMSA and the Buck Institute, and has provided professional development in PBL for districts and the National Center for Case Based Teaching in Science.
Developing Standards-based Units with the Understanding by Design (UbD) Unit Planning Template

Instructor: Peter Kalenda

Course Description: The UbD Unit Planning process developed by Wiggins and McTighe aids educators in developed units, lessons, and assessments that are aligned with national, state, and local education standards. This series will introduce the UbD 2.0 Unit Planning Template and then guide teachers through the creation of their first unit. Educators will then engage in a process of peer-review, revision, differentiating to meet diverse student needs, unit implementation, and a final reflection.

Format: Interactive Workshop (In-person or hybrid online). This workshop can transition into a school-based Collegial Learning Circle after the core instruction has ended.

Audience: Course can be specialized for educators in grades Pre-K through college in any subject area. Areas of additional need in the school can be addressed by modifying this workshop (for example: differentiation, data-driven instruction, etc). Schools are encouraged to still use their pre-existing lesson plan template.

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 8 and 20 hours. This course is best delivered as a series where participants can draft this unit, teach part of the unit, reflect and then return for another session.
Differentiating Instruction for Diverse Learners

Instructor: Peter Kalenda

Course Description: This course will introduce educators to the philosophy of differentiation through a series of interactive sessions that demonstrate genuine classroom applications, immerse educators in recent literature and rich discussions. Differentiating instruction to meet the many diverse needs of students continues to be a challenge for educators. The course modules will take an in-depth look at the many subcomponents of differentiation, including classroom environment, data-driven differentiation, tiering instruction, flexible grouping, and differentiated instructional strategies. Students will apply their learning in each module by developing artifacts and lesson plans that will be utilized in their own classrooms.

Format: Interactive Workshop (In-person or hybrid online). Course can also be designed to be fully online through collaboration with your school district’s online learning team.

Audience: Course can be differentiated for educators in grades Pre-K through college in any subject area. Schools may select certain modules to focus on based on their assessed needs.

Participant Number: 25 educators per session.

Hours: Flexible. Usually between 6 and 20 hours. This course is best delivered as a series where participants can apply a skill in their classroom, reflect, and then return for another session.

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