



**OVERLAND PARK CAMPUS**

## **Teacher Education Workshops, Summer 2009**

**Instructors: Tracy Stokes & Other Adjunct Faculty**

The University of Saint Mary offers excellent workshops for teachers geared toward professional development that supports the goals of MTSS as initiated by the state of Kansas. These workshops are perfect for recertification and professional development, and the cost is just \$100 for one hour of graduate credit.

The instructor for the literacy and differentiation workshops is Tracy Stokes, literacy coach, reading specialist, and professional development trainer for the Shawnee Mission School District. The workshops will be at our Overland Park Campus, conveniently located at 11413 Pflumm Road.

Register by filling out the attached form. Please contact Eva Williams, University of Saint Mary Overland Park Campus, by email at [williamse@stmary.edu](mailto:williamse@stmary.edu) or call (913) 319-3009 if you have any questions.



### **TCHEd 657 CIW: Strategies that Work – Book Study (our last Spring 2009 Workshop)**

**May 1 and 2, 2009**

**5 - 9 p.m. Friday and 9 a.m. – 4 p.m. Saturday**

**1 Credit Hour**

When students use comprehension strategies they enjoy a more complete, thoughtful reading experience. And best of all, they want to read more! This workshop examines instructional techniques to help students become more engaged readers.

RECOMMENDED FOR GRADE LEVELS: K-8

REQUIRED TEXT: *Strategies That Work*, second edition, by Stephanie Harvey and Anne Goudvis, ISBN 978-157110-481-6

### **EDUCW 605 CIW: Differentiated Instruction: Small Group Success, with Make & Take**

**June 9, 10, and 11, 2009**

**9 a.m. – 2 p.m. Tuesday, Wednesday, and Thursday**

**2 Credit Hours**

In this workshop we will focus on tips, tricks, and techniques for differentiating reading instruction through small groups. Learn to organize, manage, and create small group lessons that focus on improving skills in the big five essential reading elements. You'll leave this workshop with ready to use materials from the Make & Take session.

RECOMMENDED FOR GRADE LEVELS: K-6

REQUIRED TEXT: *Making the Most of Small Group Instruction: Differentiation for All* by Debbie Diller, ISBN 1-57110-431-3

### **EDUCW 608: English Language Learners: Classroom Strategies**

**June 12 and 13, 2009**

**5 – 9 p.m. Friday and 9 a.m. – 4 p.m. Saturday**

**1 Credit Hour**

There is an ever increasing expectation for all classroom teachers to understand the most effective strategies to support the needs of English Language Learners. In this workshop we explore and practice techniques to help English Language Learners experience success. All materials are provided during the workshop and you will leave with practical strategies to use in the fall.

RECOMMENDED FOR ALL GRADE LEVELS

**EDUCW 608 C3W: Increasing Student Vocabulary**

**June 19 and 20, 2009**

**5 – 9 p.m. Friday and 9 a.m. – 4 p.m. Saturday**

**1 Credit Hour**

Why don't my students remember new vocabulary words? For years teachers have struggled with this question. This course will provide specific ideas to increase your knowledge about quality vocabulary instruction, how to choose vocabulary words, and how to teach word meanings before, during, and after reading. The instructional approaches covered will fit a variety of texts and students.

RECOMMENDED FOR GRADE LEVELS: K-8

REQUIRED TEXT: *Creating Robust Vocabulary: Frequently Asked Questions & Extended Examples* by Isabel Beck, Margret McKoeown, & Linda Kucan, ISBN 1-59385-753-0

**EDUCW 614: Autism and Asperger's: Classroom Strategies**

**July 10 and 11, 2009**

**5 – 9 p.m. Friday and 9 a.m. – 4 p.m. Saturday**

**1 Credit Hour**

Autism is the fastest growing developmental disability in the United States. Symptoms can range from mild to severe, impacting social and language development. In this workshop, you will learn to apply current research to recognize and assist children with mild-moderate autism/Asperger's in the classroom environment. This can help you positively affect your entire class through fostering positive relationships and implementing differentiation strategies. Materials provided.

RECOMMENDED FOR ALL GRADE LEVELS

**EDUCW 517/ 617 C1W: Focus on Fluency**

**July 17 and 18, 2009**

**5 – 9 p.m. Friday and 9 a.m. – 4 p.m. Saturday**

**1 Credit Hour**

Fluency is regarded as one of the primary components of reading instruction. In this workshop, you will learn a variety of effective strategies for practicing oral reading in the classroom. These strategies are fun, easy to implement, and most important effective in helping children read with ease, confidence, and understanding.

RECOMMENDED FOR GRADE LEVELS: 1-6

REQUIRED TEXT: *The Fluent Reader*, by Timothy Rasinski, ISBN 0-439-33208-7

**TCHED 557/657 CIW: Strategies that Work – Book Study**

**July 24 and 25, 2009**

**5 – 9 p.m. Friday and 9 a.m. – 4 p.m. Saturday**

**1 Credit Hour**

When students use comprehension strategies they enjoy a more complete, thoughtful reading experience. And best of all, they want to read more! This workshop examines instructional techniques to help students become more engaged readers.

RECOMMENDED FOR GRADE LEVELS: K-8

REQUIRED TEXT: *Strategies That Work*, second edition, by Stephanie Harvey and Anne Goudvis, ISBN 978-157110-481-6



To register, please complete the attached form and payment on the next two pages and send by scan or fax to Joe Perez, admissions counselor: Perez80@stmary.edu, Fax 913-345-8288, or by mail to the address shown on the form.



**Teaching Status**

Licensed in these areas \_\_\_\_\_

\_\_\_ Currently teaching, district \_\_\_\_\_, school \_\_\_\_\_,

Subject/grade \_\_\_\_\_

\_\_\_ Not currently employed as a teacher, but have teaching credentials

**Please provide the name of the college(s) where you received your teaching credentials**

| College or University | Years Attended | Degree Earned |
|-----------------------|----------------|---------------|
| _____                 |                |               |
| _____                 |                |               |

The maximum numbers of hours that may be taken at the University of Saint Mary with “special student” status is 15. Those who wish to pursue academic work beyond 15 hours must petition to have their status changed either to degree-seeking or to regular non-degree status. At that time, transcripts or previous high school (or GED equivalent) and university work must be submitted to the Registrar.

**Education Workshop Payment**

Graduate (#\_\_\_\_\_) credit hour(s) @\$100 per credit hour = \$\_\_\_\_\_

\$10 **one-time application fee** if you are not a former USM student \$\_\_\_\_\_

**Total** \$\_\_\_\_\_

Check or money order payable to the *University of Saint Mary*

If paying by credit card, please complete the following information:

Circle one:    Master Card        Discover        Visa        American Express

Account # \_\_\_\_\_ Exp. Date (m/y) \_\_\_\_\_/\_\_\_\_\_

*I hereby submit my application to the University of Saint Mary Overland Park Campus. I certify that, to the best of my knowledge, all statements I have made in this application are complete and true. Incomplete or false information may result in the denial of this application or in my subsequent dismissal from the University of Saint Mary. If admitted to the University of Saint Mary I understand my enrollment is tentative until all of my application materials have been received and approved.*

**Applicant’s Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

University of Saint Mary does not discriminate on the basis of race, creed, color, national origin, handicap, or sex in the consideration of eligible students for admissions, scholarships, awards, and financial aid (FAFSA). The Title IV Code for the University of Saint Mary is 001943. Contact the University of Saint Mary at (913) 345-8288 for further financial aid information.