

Momentum in Teaching provides a *practical, doable* and *realistic* approach to workshop teaching. Our goal is to assist teachers in finding ways to work smarter, not harder, to meet the CCSS and the literacy needs of all their students.

Writing Workshop Training Menu

Training Type	Description	Specifics	Staffing and Resources
<p>Writing Workshop Introduction</p> <p>Narrative-based Writing</p>	<p>Our signature three-day* writing training is designed to introduce participants to the format and shared language of workshop teaching. On each training day, we scaffold strategic skills and resources designed to support teachers as they lift their teaching practice. We intentionally structure our time together to honor and respect educators' experiences and expertise and include space for active participation in learning the workshop approach.</p> <p>Teachers leave each session with materials, strategies, and plans they can immediately apply in their classrooms. At the end of the training, teachers are ready to work through a narrative writing unit from planning to publishing.</p> <p><i>* Training can be delivered in three consecutive days or spread out in a manner that best meets district/school scheduling challenges.</i></p>	<p>Day 1 Focus:</p> <ul style="list-style-type: none"> ● Learning the art and components of the minilessons and workshop principles. ● “Excavating” teaching points that respond to the needs of the students using a variety of resources. ● Understanding and writing a well-conceived teaching point, which includes one skill and strategy. <p>Day 2 Focus:</p> <ul style="list-style-type: none"> ● Learning ways to differentiate to meet the needs of individual students through conferencing and strategy group instruction. ● Developing the necessary tools to assist in delivering a strong and responsive student conference. ● Using an anecdotal recording system to track student progress and drive instruction. <p>Day 3 Focus:</p> <ul style="list-style-type: none"> ● Unpacking Calkins’ Units of Study OR linking workshop to districts’ current curriculum. ● Training includes administering assessments, working with student samples, checklists and scoring rubrics. ● Participants receive time and guidance in planning yearly 	<p>3 days</p> <p>One or two presenters depending on the size of group.</p> <ul style="list-style-type: none"> ● Momentum in Teaching will provide a master copy of resources to be copied for each participant within a week prior to services. ● Schools/Districts are requested to have technological support for displaying presentation slides and videos.

		curricular maps and creating teaching models.	
Writing Workshop Informational Writing	<p>This session addresses the specific structures of informational writing.</p> <p>Teachers leave this session with materials, strategies, and plans they can immediately apply in their classrooms. At the end of the training, teachers are ready to work through an informational writing unit from planning to publishing.</p>	<ul style="list-style-type: none"> ● Review of principles and anchors of writing workshop. ● Exploration and unpacking of nonfiction mentor texts, including topic, subtopics, and text features. ● Discuss scaffolding of informational units of study (How-to, Personal Expert, and Research-based). ● Participants create models for teaching points across a unit of study. ● For schools with Calkins’ Units of Study, educators explore the flow and sessions and the unit. 	<p>1 day One presenter</p> <ul style="list-style-type: none"> ● Momentum in Teaching will provide a master copy of resources to be copied for each participant within a week prior to services. ● Schools/Districts are requested to have technological support for displaying presentation slides and videos. ● Participants are asked to bring a copy of a class mentor text in nonfiction.
Writing Workshop Opinion-Based Writing	<p>The specific aspects of persuasive writing are addressed in this session from letter writing to persuasive speeches to upper grade arguments.</p> <p>Teachers leave this session with materials, strategies, and plans they can immediately apply in their classrooms. At the end of the training, teachers are ready to work through a persuasive writing unit from planning to publishing.</p>	<ul style="list-style-type: none"> ● Review of principles and anchors of writing workshop. ● Exploration of and unpacking of opinion-based mentor texts, including claim, reasons to support, counter arguments and text features. ● Participants create models for teaching points across a unit of study. ● For schools with Calkins’ Units of Study, educators explore the flow and sessions and the unit. 	<p>1 day One presenter</p> <ul style="list-style-type: none"> ● Momentum in Teaching will provide a master copy of resources to be copied for each participant within a week prior to services. ● Schools/Districts are requested to have technological support for displaying presentation slides and videos. ● Participants are asked to bring a copy of a class opinion-based mentor text.
Writing Workshop Lesson Study <i>It is recommended that educators participating in Lesson Study have had previous training in writing workshop.</i>	<p>Questions undoubtedly surface after teachers have begun implementing Writing Workshop.</p> <p>Lesson studies are designed to provide a safe, cooperative environment for teachers to continue strengthening their teaching practice. “In the moment” questions and misconceptions can be addressed as workshop teaching skills are honed and mastered.</p>	<ul style="list-style-type: none"> ● Educators communicate with trainer ahead of time as to team’s desired area of focus. ● On day of support, trainer previews lesson, addresses challenges, and either demonstrates or coaches pre-determined lesson debrief follows. ● Participants have the option to give lesson another go in a second classroom or work through questions or challenges with trainer. 	<p>90 minutes or ½ day per grade level, depending on the school's preference. One trainer</p> <p>Districts/Schools provide</p> <ul style="list-style-type: none"> ● Specific content for which each grade level would like assistance. ● Substitutes for each grade level to be released for the determined time block. ● Schedule for the day.

<p>Writing Workshop</p> <p>One-to-One Coaching</p> <p><i>It is recommended that educators participating in Coaching have had previous training in writing workshop.</i></p>	<p>These customized sessions support individual teacher growth and clarity in any aspect of workshop teaching. Possibilities include lesson delivery, conferring, small group instruction, assessments, anecdotal record keeping, and planning.</p>	<ul style="list-style-type: none"> ● Teacher teaches either a minilesson or conducts a conference and gets targeted feedback from trainer. ● Trainer models a lesson, conference, or small group instruction for teacher to observe and discuss. ● Teacher can opt to sit with trainer and receive clarification on any aspect of their practice. 	<p>30-45 minutes per teacher One trainer (No substitutes needed)</p> <ul style="list-style-type: none"> ● Schedule modified so each teacher is teaching workshop during trainer’s scheduled time. ● General area of support communicated to trainer ahead of time.
<p>Writing Workshop</p> <p>Resource Development</p> <p>Writing “Tool Kit”</p> <p>Options: Informational Opinion/Argumentative Narrative</p> <p><i>It is presumed that educators participating in Tool Kit guidance have implemented writing workshop in their classroom.</i></p>	<p>The most significant teaching takes place during conferences and strategy groups. Teachers provide timely feedback and strategic, individualized instruction during this essential time.</p> <p><i>As Carl Anderson says, “Conferencing is not the icing on the cake, it is the cake.”</i></p> <p>A well-planned “Tool Kit” allows teachers to confer purposefully and efficiently by equipping them with ready-to-use models and resources, designed to support the teaching points chosen to target the needs of each writer.</p>	<ul style="list-style-type: none"> ● With trainer as a guide, educators build kits composed of mentor texts marked for teaching points, teacher models, and student work samples. ● Models are designed to teach a variety of strategies in both mini lessons and conferences. 	<p>1 day One facilitator</p> <ul style="list-style-type: none"> ● Mentor texts provided by participants. ● Student work samples provided by participants. ● A master copy of resources, to be copied for each participant, will be provided within a week prior to services.
<p>Writing Across Content Areas</p> <p><i>It is recommended that educators participating in Writing Across Content Areas have had previous training in writing workshop.</i></p>	<p>This training focuses on segments of history and science information, based on standards, using a variety of resources (primary sources), helping students to deepen their level of understanding and show this knowledge through writing (and a variety of other ways).</p>	<ul style="list-style-type: none"> ● Participants will engage in a science and history rotation using Momentum’s materials ● A planning session will take place so that teachers can apply this work in their own classrooms. 	<p>1 day Two trainers (one for lower grades and one for upper grades)</p> <ul style="list-style-type: none"> ● A master copy of resources, to be copied for each participant, will be provided within a week prior to services.

Reading Workshop Training Menu

Training Type	Description	Specifics	Staffing and Resources
<p>Reading Workshop</p> <p>Introduction</p> <p><i>It is recommended that schools/districts embark on reading workshop only after a year or two of successful implementation of writing workshop.</i></p>	<p>This initial two-day training provides participants with an overview and shared language of reading workshop. A third day is offered for schools that have purchased the Calkins’ Units of Study.</p> <p>On each training day, we scaffold strategic skills and resources designed to support teachers as they lift their teaching practice. We intentionally structure our time together to honor and respect educators' experiences and expertise and include space for active participation in learning the workshop approach.</p> <p>Teachers leave each session with materials, strategies, and plans they can immediately apply in their classrooms.</p> <p>* Training can be delivered in two consecutive days or spread out in a manner that best meets district/school scheduling.</p>	<p>Day 1 Focus:</p> <ul style="list-style-type: none"> ● Reviewing the art and components of the minilessons and workshop principles. ● Discussing the components of a strong reading program. ● “Excavating” teaching points that respond to the needs of the students using a variety of resources . ● Video analysis of master teachers delivering minilessons in reading. <p>Day 2 Focus:</p> <ul style="list-style-type: none"> ● Discussing ways to build differentiated classroom libraries. ● Developing tools for conferencing with individuals and small groups/strategy groups. ● Using anecdotal recording system to drive instruction. <p>Day 3 Focus:</p> <ul style="list-style-type: none"> ● Unpacking of “tour” of Calkins’ Units of Study, including administering assessments, student samples with annotated notes, scoring rubrics and checklists. ● Planning yearly curricular maps and creating teaching models. 	<p>2 days</p> <p>One or two presenters depending on group size</p> <ul style="list-style-type: none"> ● Momentum in Teaching will provide a master copy of resources to be copied for each participant within a week prior to services. ● Schools/Districts are requested to have technological support for displaying presentation slides and videos.

<p>Reading Workshop</p> <p>Resource Development Reading “Tool kit”</p> <p>Options: Literature Informational Text</p> <p><i>Prerequisite: Reading Workshop Introduction Training</i></p>	<p>The most significant teaching takes place during conferences and strategy groups. Teachers provide timely feedback and strategic, individualized instruction during this essential time.</p> <p><i>As Carl Anderson says, “Conferencing is not the icing on the cake, it is the cake.”</i></p> <p>A well-planned “Tool Kit” allows teachers to confer purposefully and efficiently by equipping them with ready-to-use models and resources, designed to support the teaching points chosen to target the needs of each reader.</p>	<ul style="list-style-type: none"> ● With trainer as a guide, educators build kits composed of mentor texts marked for teaching points, teacher models, and student work samples. ● Models are designed to teach a variety of strategies in both mini lessons and conferences. 	<p>1 day One or two facilitators</p> <ul style="list-style-type: none"> ● A master copy of resources to be copied for each participant will be provided within a week prior to services.
<p>Reading Workshop</p> <p>Lesson Study</p>	<p>Lesson studies are designed to provide a safe, cooperative environment for teachers to continue strengthening their teaching practice. “In the moment” questions and misconceptions can be addressed as workshop teaching skills are honed and mastered.</p>	<ul style="list-style-type: none"> ● Educators communicate with trainer ahead of time as to team’s desired area of focus. ● On day of support, trainer previews lesson, addresses challenges, and either demonstrates or coaches pre-determined lesson followed by a debriefing session. ● Participants have the option to give lesson another go in a second classroom or work through questions or challenges with trainer. 	<p>90 minutes or ½ day per grade level, depending on the school's preference. One trainer</p> <p>Districts/Schools provide</p> <ul style="list-style-type: none"> ● Specific content for which each grade level would like assistance. ● Substitutes for each grade level to be released for the determined time block. ● Schedule for the day.
<p>One-to-One Coaching</p>	<p>Customized 30-minute training for individual teachers seeking clarity in any aspect of workshop teaching. Possibilities are lesson delivery, conferring, small group instruction, assessments, etc.</p>	<ul style="list-style-type: none"> ● Teacher teaches either a mini lesson or conducts a conference and gets targeted feedback from trainer. ● Trainer models a lesson, conference, or small group instruction for teacher to observe and discuss. ● Teacher can opt to sit with trainer and receive clarification on any aspect of their practice. 	<p>30-45 minutes per teacher One trainer (No substitutes needed)</p> <ul style="list-style-type: none"> ● Schedule modified so each teacher is teaching workshop during trainer’s scheduled time. ● General area of support communicated to trainer ahead of time.

Balanced Literacy Training Menu

<p>Balanced Literacy Overview</p>	<p>Training provides an overview of components to a balanced literacy program not typically taught within the workshop hour: The Language Wall, the Interactive Read Aloud, and Grand Conversations; the latter two, which are also full-day in-depth trainings.</p>	<ul style="list-style-type: none"> • Training brings all of the components of a complete literacy program together and is designed to promote working smarter, not harder. 	<p>1 day Two presenters (one for lower grades and one for upper)</p> <ul style="list-style-type: none"> • A master copy of resources to be copied for each participant will be provided within a week prior to services.
<p>Interactive Read Aloud</p>	<p>The interactive read aloud supports children in developing higher level thinking skills through habits of discourse necessary for achieving higher levels of comprehension. Training provides teachers the skills to unlock the real power of sharing thoughts about, and reactions to, a text that can then be applied to students' individual reading work.</p>	<ul style="list-style-type: none"> • Classroom demonstration, unpacking literature and informational texts, planning, coaching with lower and upper grades, folding in Common Core Standards alignment. 	<p>1 day One trainer</p> <ul style="list-style-type: none"> • A master copy of resources to be copied for each participant will be provided within a week prior to services.
<p>Grand Conversations</p>	<p>Grand conversations support students in lifting their level of comprehension by listening to others' points of view and different perspectives. Students become independent thinkers and debaters who realize they have opinions that matter.</p>	<ul style="list-style-type: none"> • Grade level planning and demonstration of a grand conversation in literature and/or informational texts. • Using content grade level history for grand conversations. • Coaching with lower and upper grades with Common Core Standards alignment. 	<p>1 day One trainer</p> <ul style="list-style-type: none"> • A master copy of resources to be copied for each participant will be provided within a week prior to services.

Social Emotional Learning Trainings in Mindfulness

Training Type	Description	Specifics	Staffing and Resources
<p style="text-align: center;">Whole Staff Introduction to Mindfulness</p>	<p>Provides an understanding of mindfulness, the benefits, and the science and research. Participants will experience a mindful breathing practice, focus on self-care, and setting up a successful mindfulness practice.</p>	<p>Half Day 1: Participants are introduced to the practice.</p> <ul style="list-style-type: none"> ● What is Mindfulness? ● Benefits ● Science and Research ● Mindful Breathing ● Self-Care ● Setting up a Successful Mindfulness Practice <p>Half Day 2: Participants learn the practices of The Mindful Classroom.</p> <ul style="list-style-type: none"> ● The Mindful Teacher ● The Mindful Classroom ● The Mindful Education Curriculum 	<p>Half Day 1 One presenter</p> <p>Half Day 2 One presenter</p> <ul style="list-style-type: none"> ● Momentum in Teaching will provide a master copy of resources to be copied for each participant within a week prior to services.
<p style="text-align: center;">Mindfulness Classroom Lessons</p> <p>Option 1: 16 weeks, 1 lesson per week, 20-30 minutes per class</p> <p>Option 2: 12 weeks, 1 lesson per week, 20-30 minutes per class</p> <p>Option 3: 8 weeks, 1 lesson per week, 20-30 minutes per class</p>	<p>Provides teachers and students with in-class lessons.</p>	<p>Phase 1: Model lessons</p> <ul style="list-style-type: none"> ● Staff developer teaches a mindfulness lesson in the classroom. Teachers participate alongside their students. <p>Phase 2: Coach lessons</p> <ul style="list-style-type: none"> ● Staff developer coaches in and provides feedback in the classroom. 	<p>Half day or Full day One presenter (No substitutes needed)</p> <p>School site has flexibility in how they would like to structure the day.</p> <p>Districts/Schools provide</p> <ul style="list-style-type: none"> ● Schedule for the day.

<p>Mindfulness Lesson Study</p>	<p>Lesson Study is designed around current mindfulness curriculum. It is an effective way to lift classroom practices and may be used as a refresher course.</p>	<p>Tune up 1 full day, 3 times per year</p>	<p>One presenter</p>
<p>Mindfulness Parent Workshop</p>	<p>Provides an understanding of mindfulness, the benefits, and the science and research. Participants will experience a mindful breathing practice, focus on self-care, and setting up a successful mindfulness practice.</p>	<p>Parent introduction to mindfulness</p> <ul style="list-style-type: none"> ● What is Mindfulness? ● Benefits ● Science and Research ● Mindful Breathing ● Self-Care ● Setting up a Successful Mindfulness Practice 	<p>1 hour One presenter</p> <p>Momentum in Teaching will provide a master copy of resources to be copied for each participant.</p>

Administrator Support Training Menu

Training Type			
<p style="text-align: center;">Whole District</p> <p style="text-align: center;">Administrator Training Workshop Approach</p>	<p>Training offers an overview of workshop principles, instructional practices, and ways to support and grow the work at the school site.</p>	<p>Writing Workshop Focus Three anchors of the workshop:</p> <ul style="list-style-type: none"> ● The Minilesson ● The Teaching Point ● The Writing Process <p>Reading Workshop Focus</p> <ul style="list-style-type: none"> ● The Minilesson ● The Teaching Point ● Essential Components of Reading <p>Both trainings include an introduction to the one-on-one conference and practical approaches to maintaining and supporting the work.</p>	<p>½ day One presenter</p> <p>The presentation includes the analysis of videos and the sharing of real-life administrative experiences.</p> <p>A resource packet will also be provided.</p>
<p style="text-align: center;">Whole District</p> <p style="text-align: center;">Administrator Training Unpacking Lucy Calkins' Units of Study</p>	<p>Training provides an opportunity for administrators to become familiar with Calkins' Units of Study for either Reading or Writing Workshop.</p>	<p>Overview of the most essential components of Calkins' Units of Study with specific attention to:</p> <ul style="list-style-type: none"> ● The unpacking of an actual "session" within a unit. ● Introduction to support materials and assessments. ● Practical advice for successful implementation. 	<p>½ day One facilitator</p> <p>Participants are requested to bring a Complete Calkins' Unit of Study for any grade level.</p>
<p style="text-align: center;">Whole District or Individual</p> <p style="text-align: center;">Walk-Throughs and Guiding and Supporting Workshop Teaching</p>	<p>Training provides practical experience in walking through classrooms to observe, critique, and support workshop teaching, via scheduled observations or walkthroughs.</p>	<ul style="list-style-type: none"> ● Discussion with facilitator and administrators on successes and challenges. ● Advice to address challenges ● Coaching on what is observed in classrooms and next steps ● Effective feedback notes for faculty post-visit. 	<p>½ day One facilitator</p> <p>Administrators are requested to have schedules/times of workshop teaching at their site.</p>

For additional information and pricing please contact us.

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