

Topics and Descriptions for Teacher Workshops



by **GLORIA DeGAETANO**

Speaker | Author | CEO, Parent Coach International

Thank you for your interest! I can design any of these workshops for two hours, a half day, or a full day. We can also mix and match topics for a unique presentation for your school. Or extend any topic to become a two or three day workshop. Questions? Please contact: info@gloriadegaetano.com

Enrich Learning with a Media/Digital Literacy Curriculum

"Yes, the problems caused by the media for our children are staggering; yet there is hope! I feel a heartfelt appreciation to Gloria for providing example after example of this hope...I will share her suggestions with our faculty, hoping to refocus on our beliefs that each child is unique."

Marjolyn Rouw
Teacher
Mt. Vernon, WA

"Gloria's classes are of great value."

Aiqing Song
Senior HR Manager
Phillips, Shanghai



I have helped hundreds of teachers learn how to help children and teens critically analyze media as well as understand the neuroscience of their own brains. Even children as young as three years can learn to control and think critically about media and learn how their brains work, with and without digital devices.

This workshop is tailored to the specific ages being addressed. Teachers leave the workshop with an array of teaching activities that support wise use of media, along with practical ways to help children value their ability to think critically and choose wisely. The workshop can also include ways to plan for and implement a school technology policy that adheres to brain development imperatives and intended learning outcomes, if staff and/or school team leaders are working on such a policy.

Topics covered include:

- ▶ Definition and components of media/digital literacy for specific grade levels.
- ▶ Cognitive, emotional/social development criteria as a foundation for developing brain-based learning activities.
- ▶ Ways to use current media, apps/games, and popular books, films, and TV programs for critical analysis and discussion.
- ▶ Methods for integrating media analysis into classes on history and the humanities.
- ▶ Strategies for engaging critical and creative thinking skills about media's/digital device's purposes in children's and teens' lives.
- ▶ Assignments for helping students balance screen use with other activities.
- ▶ Develop a Plan for a Media/Digital Literacy Curriculum. (This is included only if a full-day workshop or longer is planned.)

Motivating Students To Become Life-Long Learners

"Thanks to Gloria DeGaetano I am now thinking about my professional life in a way that gives me inspiration and a new breath of life. Because of her classes, I have better tools to serve children and families."

Sheila Leao

Teacher
Belo Horizonte, Brazil

Wow! You really wowed us with your keynote and workshops. Terrific information given with spirit and purpose."

Wayne Turner

President Kamloops Teacher Association
Kamloops, British Columbia

In this workshop teachers learn the four stages of intrinsic motivation, along with techniques for assessing student's intrinsic motivation levels. The journey from extrinsic determination to more internally driven determination is introduced by examining Self-Determination Theory and its relation to students' self-identity, particular their self-identity as learners.

Ways to sustain learning through brain-based teaching methods are explored, as well as the crucial role of both school and home environments for optimally motivating children and teens. Participants receive research-based information as well as practice using it in various role-plays during this interactive, energizing workshop.

Topics covered include:

- ▶ Recent research on the value of encouragement over praise and a three-step process to provide affirming feedback that motivates students "from the inside out."
- ▶ Five specific methods for giving student feedback to enhance student self-direction in learning activities.
- ▶ Using meta-cognition thinking techniques to enhance students' motivation.
- ▶ The role of a healthy self-identity for intrinsic motivation and ways to support student autonomy and competence, along with teaching strategies to enhance their identity as successful learners.
- ▶ Why framing student progress in terms of "growth and development" enhances motivation, with ways to do it.
- ▶ Techniques for setting up a classroom learning environment conducive to intrinsic motivation.
- ▶ Using small learning groups to help students move from extrinsic to intrinsic motivation.
- ▶ Methods for communicating to students positively, yet accurately.
- ▶ Understanding stylistic differences in students and how these differences affect their intrinsic motivation.



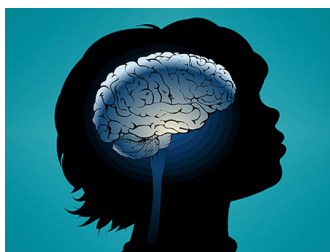
Principles of Brain-Based Learning for Effective Teaching

"Your workshop was a wonderful learning opportunity. I feel fortunate for the wealth of knowledge gained. Much of the information you shared was an eye-opener for me."

Will Shaw
Teacher
Cincinnati, OH

"Gloria's classes have changed my life... And it was a gift working with her. I had moments when I wished it would never end."

Solava Selim
Teacher
Dubai



This workshop introduces participants to eight powerful principles drawn from important brain science that help teachers use effective strategies for creating the best conditions for learning. When these principles are put into practice, teachers are taking into account not only the students' cognitive learning needs, but their social/emotional ones as well.

We now know that the best teaching addresses the needs of the whole child, understanding the role of emotions, threat, and stress in learning and memory systems. These eight principles give teachers a new frame of reference for guiding students and selecting appropriate methods and programs.

Topics covered include:

- ▶ Why the search for meaning is innate and how students are better able to sustain meaningful learning.
- ▶ The role of short-term and long-term memory in learning; how spatial memory and rote memory are different and can be used for different types of learning.
- ▶ Attributes of the brain such as associative thinking and parallel processing that enhance learning and make teaching more effective.
- ▶ Addressing the whole-to-part relationship in learning and why it is important to do so.
- ▶ Strategies for thinking in themes and how to integrate them into your daily routines with students.
- ▶ How fast-paced media such as video games can short-circuit learning and what to do about it.
- ▶ Creating brain-based learning strategies to implement within your current curriculum.
- ▶ An introduction to the 4-Mat System, developed by Bernice McCarthy, for lesson planning to include various brain-based techniques and support different learning styles. (This is included only if a full-day workshop or longer is planned.)

Thematic Units for Fun and Effective Project Learning

"I have been in the teaching profession for the past fifteen years and I have never taken a workshop that had such a strong impact on me as Gloria's workshop."

Eric Denny
Teacher
Kent, WA

I have positively impacted the reading/language arts curriculum for many schools based on this simple premise: "The child's brain learns by making connections." This works for adult brains, too. When you read, "MacDonald's," what comes to mind? Most likely a burger and/or fries or quick food, right? Or something along those lines. Usually you wouldn't think of fine jewelry or outdoor camping gear associated with the golden arches. Once our brain "locks on" to an idea, it usually connects to similar ideas.



In this playful, yet powerful workshop teachers learn to "think in themes" when designing a new learning sequence. It shows why project learning is effective at any age, along with how to design thematic units in science, social studies, literature, environmental education or any content course. The workshop also provides ways teachers can help parents do similar activities at home to further school learning.

Topics covered include:

- ▶ Understanding the associative nature of learning by examining how the brain works.
- ▶ Five ways thematic teaching enriches student learning and opens doors for new possibilities.
- ▶ Using and choosing graphic organizers to jump-start your lesson planning.
- ▶ Addressing the whole-to-part relationship in learning and why it is important to do so.
- ▶ An examination of project learning, its definition and components, along with assessing when it is the right approach for your learning objectives.
- ▶ Strategies to use theme thinking and project learning for enhanced classroom collaboration and student motivation.
- ▶ Ways to help parents bring theme thinking and project learning into the home to support your learning objectives.
- ▶ Steps to take to develop a thematic unit for a topic of your choice.
- ▶ Develop a full thematic unit on a topic of your choice for immediate implementation with your students. (This is included only if a full-day workshop or longer is planned.)

"Gloria's trainings are such a treasure...I am awed by the talent and clarity she brings to such important work."

Susie Brown
Teacher
Dakar, Senegal

A Thinking Skills Curriculum to Enhance Classroom Learning

"How can I bottle what Gloria DeGaetano just told us? We need to take this information to every teacher in our community."

Nancy Emond

Director
Green Mountain Training
Center
Brattleboro, VT

Research shows that skillful teachers establish a classroom culture of thinking from the very first day of the school year. Skills of problem solving, analysis, synthesis, evaluation, and other higher order thinking skills can be taught and learned. But first and foremost, it's important for teachers to make thinking skills "visible" to students.



In this workshop, participants learn to observe students higher order thinking during classroom conversations to better assess on-going student learning, rather than waiting for interim test results to assess how well students are processing and retaining teaching objectives. Teachers leave the workshop with new strategies and fresh approaches for integrating higher level thinking skills in their course content.

Topics covered include:

- ▶ Definition and components of higher-level thinking skills, along with examples of fuzzy thinking and clear thinking.
- ▶ Ways to spot false assumptions and faulty thinking in students and ways to ask questions that promote higher-order thinking.
- ▶ Ways to help students become aware of their own meta-level thinking skills in order to help them learn how to learn.
- ▶ Cognitive, emotional/social and kinesthetic activities that promote deep thinking with an understanding of the role of cortical function during these activities.
- ▶ The role of literacy, reading and writing to develop higher-level thinking skills in students, along with application classroom strategies.
- ▶ Using five basic higher-level thinking skills as a framework for teaching any subject matter.
- ▶ Methods for integrating higher-level thinking skills into classroom discussion and small group learning.
- ▶ Develop a well-thought out, carefully crafted plan for integrating higher-level thinking skills into a subject area of your choice. (This is included only if a full-day workshop or longer is planned.)

"Your classes have helped me more than words can express. Thank you for coming to the heart of education!"

Jeannie Bartel

Teacher
Albany, OR

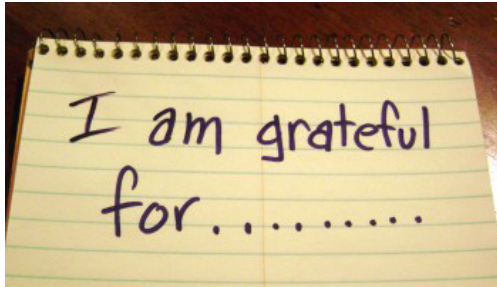
Appreciative Inquiry for Teachers

"I highly recommend Gloria's Appreciative Inquiry (AI) workshop! It is the perfect way to reconnect to positive processes and to think about AI in a deeper way."

Peter Bourland
Counselor
Grand Rapids, MI

"Your workshop was riveting! I am really inspired to make changes with my students. Thank you so much!"

Michele Strickland
Teacher
Woodland Park, CO



Appreciative Inquiry, or AI, as it is often called, is an inquiry process for supporting and encouraging individuals to focus on the positive and move toward their goals with hope and in confidence. This workshop provides teachers with AI principles and methods for helping students achieve their highest potential.

Participants will explore important new research from positive psychology and learn how to implement key ideas to engage and energize student learning. Teachers learn a new approach to asking questions that affirm students, build on individual strengths, and support them to use their key strengths when they encounter learning challenges.

Topics covered include:

- ▶ Distinguish *appreciation* from *gratitude* and *positivity*.
- ▶ Define “Appreciative Inquiry” and consider its assumptions and five basic principles.
- ▶ Define “Positive Core” and its relationship to an authentic learning process.
- ▶ Examine positive mental imagery as a reliable “resource state” along with methods for using past peak experiences and fond memories to fuel motivation and encouragement when faced with learning challenges.
- ▶ Learn strategies from the science of positive psychology to affirm and support student learning.
- ▶ Practice designing positive questions, questions of hope, along with encouraging, affirming statements.
- ▶ Understand the four phases in the AI process: Discover, Dream, Design, and Destiny, their core tasks, the types of questions to ask in each phase, and how to develop practical classroom application.
- ▶ Consider ways to adapt your classroom for more opportunities for collaboration and appreciation among students.

Using Mindfulness to Enhance Your Teaching Abilities

"One runs the risk of effusiveness when describing Gloria's classes... I wish every K-12 educator could supplement their training this way."

Alice Jungclaus
Teacher
Zürich, Switzerland



Research shows us the value of a practice of mindfulness in our everyday lives. This workshop helps teachers practice the art of self-awareness to develop outstanding teaching techniques, such as thoughtful questioning, appropriate lesson sequence, spiraling curricula, and novel integration of key ideas.

Participants learn why mindfulness enhances teaching skills and develops keen observation abilities. The workshop introduces a variety of meta-cognitive activities and mindfulness strategies teachers can use for themselves, or to share with their students, as appropriate.

Topics covered include:

- ▶ Key insights from the research on mindfulness and their implications for effective teaching.
- ▶ An exploration of objective and subjective intelligence and how to use both for enhanced instruction.
- ▶ Distinctions and similarities between metacognitive activities and mindfulness practices.
- ▶ Qualities of a mindful teacher and characteristics of a “conscious classroom.”
- ▶ Observation techniques for better understanding of student learning style differences.
- ▶ Questioning strategies that deepen student learning and teacher effectiveness.
- ▶ Mindfulness practices to de-stress and anticipate positive outcomes.
- ▶ Methods for centering and staying calm during challenging times.

"Gloria's heart and soul comes through her work."

Fiona Mooney
Consultant
Nelson, BC

Effective Teacher-Parent Communication: Practical Tips and Guidelines from Positive Psychology

"The rapid deterioration in child care and protection on my remote island has challenged me to seek more positive strategies. I have found that and more with the trainings by Gloria DeGaetano."

Francoise Botte Noyan
Educator and Consultant
Mauritius

"Gloria DeGaetano is the most dynamic, 'outside-the-box' thinker I have ever met."

Elaine Cooper
School Counselor
Philadelphia, Pennsylvania

Effective and clear teacher-parent communication is essential for a healthy school community, enabling students and teachers to do their best and be their best. Often, however, expectations of parents and teachers clash, making communication difficult.

Using positive psychology as the guiding framework, participants learn a variety of effective communication tools, along with a proven successful system for parent-teacher conferences—appropriate at any grade level.

Topics covered include:

- ▶ Developing your vision for a team-approach to parent-teacher communication.
- ▶ Key essentials from the science of positive psychology that enhance listening, questioning, and responding.
- ▶ Examine a child-centered approach to parent-teacher relationships to determine best practice parental responsibilities and best practice teacher responsibilities.
- ▶ Strategies for solution finding based on new research for productive collaboration.
- ▶ Methods for setting up a classroom and school environment conducive to developing a supportive community.
- ▶ Develop teacher and parent guidelines for on-going effective communication and supportive collaboration.





GLORIA DeGAETANO

Speaker | Author | CEO, Parent Coach International

Gloria DeGaetano, M.Ed., CEO of **Parent Coach International**, is a veteran educator, author, and speaker, who originated parent coaching as a profession in 2000 when she founded the **Parent Coaching Institute**. Today her Parent Coach Certification® Training is available worldwide.

Gloria began her career as a classroom teacher, working with inner-city youth in Seattle. She then worked as an elementary reading specialist, and a year later joined the administrative team to direct the district's Reading and Language Arts Programs, K-8. For a decade she served in that capacity, developing new programs and approaches resulting in higher test scores for students, greater parent involvement, and overall more effective staff training and curriculum selection processes.

In the 90s, Gloria began her work as an independent consultant to schools and organizations. With her groundbreaking book, *Screen Smarts: A Family Guide to Media Literacy*, she introduced the term "family media literacy" to public awareness.

Gloria has written several other books including the best-selling *Stop Teaching Our Kids to Kill: A Call to Action Against TV, Movie, and Video Game Violence* (with Lt. Col. Dave Grossman) (Harmony Books, revised 2014), *Left to Their Devices, What's Left?* (West Bow Press, 2012), and *Parenting Well in a Media Age* (Personhood Press, 2004), recipient of the 2007 i-Parenting Media Award.

Her articles have appeared in numerous publications, including *Baby China Magazine*, *Parenting Insights*, *Seattle's Child*, *Portland Parent*, *American Baby Magazine*, *The Boston Globe*, *Committee for Children Newsletter*, and the *American Academy of Pediatrics Newsletter*. Her books and articles have been translated into 10 languages including Spanish, Korean, Chinese, Danish, German and Turkish.

Gloria has been a guest on *The Today Show* and national radio shows, including NPR's *Fresh Air*, *Marketplace*, and *The Tavis Smiley Show*. She has also been featured in television documentaries produced by ABC and the Canadian Broadcast Corporation, and Lifetime's *Balancing Act for Women*. Her work has been featured on news programs by NBC-affiliates throughout the country and in newspapers and magazines including *Newsweek*, *Parents Magazine*, *The Chicago Tribune*, *The New York Times*, *The Wall Street Journal*, *La Tribune*, *The London Times*, *Better Homes and Gardens*, *Redbook*, *Ladies Home Journal*, *American Way*, *The Chicago Daily Herald*, *Redbook*, and *Southwest Airlines Magazine*.

Gloria is the mother of two grown sons and makes her home near Seattle.

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