

## *Lori Gibson*

*Lori Gibson* holds a Master's Degree in Educational Leadership and has teaching degrees in mathematics and physical education. She is currently the Secondary Education Coordinator for Dickinson State University (BSC Campus). Lori has 17 years of educational experience (13 years teaching and 4 years as a Math Staff Developer for Bismarck Public School District). She has presented at many state and regional conferences, provided staff development for districts and has served on many district and state committees.



A curriculum vitae and more information about Lori's qualifications, experiences and references will be given upon request.

### **Contact Information:**

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## **Designing Professional Development Programs** *to Meet the Needs of Districts' Goals and Vision for Student Achievement in School Mathematics*

Professional development programs are not one-size-fits-all because each district has different needs and visions. Therefore, additional services may be provided upon request. Lori has had extensive experience in the following:

- Assessment
  - Working with teachers to identify "power standards"
  - Looking at a variety of ways to assess student understanding.
  - Formative and summative assessment
  - Assessment for and of learning
- Effective questioning techniques
- Bridging the gaps and addressing the overlaps of concepts taught K-12
- Brain research and effective teaching strategies
- Supporting staff to set up study groups for their schools and/or districts

*More information will be given upon request.*

***The courses listed in this brochure consist of 1-5 day sessions. The timeframe and objectives of the workshop can be adjusted to meet the needs of teachers and the district.***



## **Professional Development for Teachers**

*Effective Questioning Techniques, Brain Research, Effective Teaching Strategies and Many More Opportunities*



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**Working Together to Make a Difference**



## Effective Questioning – The Beginning

**For: Teachers grades K-12**

How can effective questioning increase student engagement and achievement? What does current research say about wait time? How many questions are ideal in a 50-minute period? This workshop will be interactive with opportunities for teachers to learn about current research, how to engage all students in answering questions, how to implement alternative response strategies, and how to formulate questions that trigger thinking.

## Effective Questioning – Digging Deeper

It is recommended, but not necessary that teachers participate in the *Effective Questioning Techniques – The Beginning* prior to registering for this course.

Participants will:

- Become familiar with the levels of questions and how they connect with the goals of their lessons.
- Formulate questions for the units they teach to trigger student thinking.
- Revisit wait times 1 and 2, alternative response strategies, and how to set up a culture that is conducive to effective questioning.
- View videos and collect data from the classrooms. The tools they will receive for data collection will lead to a protocol called PQP (Praise – Question – Polish). This is a practical tool to help teachers support one another as they are practicing their questioning techniques in their classrooms.

*This workshop will give teachers the tools, rationale and practice to feel comfortable implementing effective questioning strategies.*

## Connecting Brain Research to Effective Teaching Strategies

**For: Teachers grades K-12**

*Have you ever taught an important concept to your students . . . and then they forget it over the weekend? Why does this happen and what more can we do to increase information retention rate? Are there practical instructional strategies that we can implement in our classrooms to help students retain information after the test?*

*During this workshop, participants will engage in thought-provoking problems while learning about effective teaching strategies that can be implemented in any content area. One of three things must happen before students store information in long-term memory. This session will give teachers ideas on how to work smarter, not harder by becoming familiar with practical, easy-to-implement strategies.*

**Strategies will include:**

- **Alternate response strategies.** These are simple strategies that can be implemented to hold all students accountable for answering and thinking about important information. Some of these include:
  - Numbered heads together
  - Make an appointment
  - Final Word
  - Synectics
  - Many more
- Ideas on how to reinforce important vocabulary words in an engaging way.
- Using what we know about brain research and different learning styles in order to reach all students.

## Vocabulary is the Gatekeeper for Success

*We all know how important it is for students to understand certain terms prior to understanding the concepts. How do we help students understand, use, and remember correct terminology in a meaningful, engaging way? Teachers will participate in a variety of activities to reinforce important terminology.*

Teachers will walk away from the workshop with the following:

- A variety of activities to reinforce vocabulary words, such as:
  - VVWA (Verbal Visual Word Association)
  - Frayer Model
  - Talk-a-Mile-a-Minute
  - Draw me
  - Many more
- A variety of activities to encourage students to use words in different settings. Practical ideas that can easily be embedded within the lessons.
- An understanding of what research shows about writing in the content area and the usage of vocabulary terms.
- An implementation and support plan.

*Note: Teachers may obtain graduate credit(s) by participating in the courses. The course descriptions may be changed to align with the goals of the district or professional development plan. All sessions give teachers time to collaborate with others and an opportunity to be actively involved in the learning process.*