



SANFORD
INSPIRE™ | AT

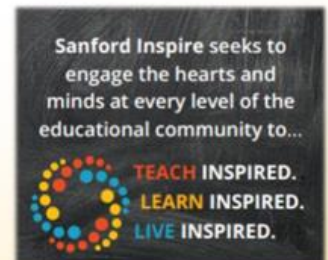


UNIVERSITY
OF WYOMING

Modules for In-Service Teachers

Addressing Barriers to Parent Involvement
Addressing Bullying Behavior
Assessing Students During Cooperative Learning
Causes of Misbehavior
Combating Cognitive Overload
Creating Classroom Rules
Creating Logical Consequences
Creating Multi-Sensory Experiences to Improve Memory Retention
Delivering Consequences
Delivering Questions Effectively
Designing Effective Procedures
Developing Behaviors for Cooperative Learning
Drug Use in Schools: A New Look at an Old Problem
Engaging Emotions to Improve Memory Retention
Examining Teacher Practices Through Inquiry
How to Grade Effectively
Identifying Necessary Procedures
Identifying Signs of Child Abuse and Neglect
Organizing Information to Improve Memory Retention
Preparing for Student Discussion
Recognizing Bullying Behavior
Reporting Child Abuse and Neglect
Strategies for Communicating with Parents
Strategies for Engaging Parents
Structuring Cooperative Learning

Teacher Professionalism in the Age of Social Media
The Importance of Working with Parents
The Physical Environment of Your Classroom
Understanding Consequences
Using Critical Consciousness to Challenge Inequity
Using Feedback to Foster Discussion
Valuing Bilingualism
Working Against Racial Bias
Youth Substance Abuse: Building Resilience and Reducing Harm



<http://www.uwyo.edu/education/sanford-inspire/>

To request more information:

<http://www.uwyo.edu/education/sanford-inspire/request-information/index.html>

or contact Cody Perry: cperry12@uwyo.edu; (307) 701-2109.



SANFORD
INSPIRE™

| AT |



UNIVERSITY
OF WYOMING

Modules for Secondary Teachers

Affirming Difference and Valuing Background Knowledge
Assessing Students During Cooperative Learning
Authentic Assessment
Building Relationships with Students
Combating Cognitive Overload
Contrastive Analysis: Learn and Affirm Language
Coping with Teacher Stress
Delivering Effective Feedback
Design a Problem-Based Learning Experience
Differentiation Strategy: Performance Tasks
Differentiation Strategy: Student Choice
Drug Use in Schools: A New Look at an Old Problem
Examining Teacher Practices Through Inquiry
Linking Identity and Achievement through Cultural Competence
Maintaining Professional Relationships with Colleagues
Maintaining Professional Relationships with Students
Preparing to Differentiate: Learner Profile
Preparing to Differentiate: Student Interest
Preparing to Differentiate: Student Readiness
Strategies to Address Specific Learning Disabilities in Reading
Strategies to Address Specific Learning Disabilities in Writing
Structuring Academic Conversations
Supporting Language Development through Social Interaction
Supporting Students with ADHD
Supporting Trauma- Exposed Students

Teacher Activism: How to Get Involved
Teacher Professionalism in the Age of Social Media
Teachers as Agents of Change
Understanding the Impact of Trauma on Students
Using Critical Consciousness to Challenge Inequity
Using Morphology to Support English Language Learners
Using Warm Demand to Build Student Achievement
Valuing Bilingualism
Working Against Racial Bias
Youth Substance Abuse: Building Resilience and Reducing Harm



<http://www.uwyo.edu/education/sanford-inspire/>

To request more information:

<http://www.uwyo.edu/education/sanford-inspire/request-information/index.html>

or contact Cody Perry: cperry12@uwyo.edu; (307) 701-2109.