



*Welcome to the*

*Teacher & School Leader's In-Service*  
**Training Workshop**

# Teacher & School Leader's In-Service *Training Workshop*

## Schedule:

- 10:30-11:00 Community Builder
- 11:00-12:00 Part One: True Colors
- 12:00-12:30 Lunch
- 12:30-1:30 Part Two: Brains of the Bunch
- 1:30-2:00 Part Three: School Scenarios
- 2:00 PM Evaluation



## ***Community Builder:*** ***“True Blue You”***



1. Write three facts on page 2 of your workshop booklet that are “*True Blue*” about you.
2. Write also one thing that is NOT true about you.
3. You will then read the facts out loud and we will try to guess which one is not “*True Blue You.*”

Teacher & School Leader's In-Service  
***Training Workshop : Part One***

# True Colors

***"In the Eyes of Our Beholder"***



**Glen Dawursk, Jr.**

*Assistant Principal – Dean of Students  
Wisconsin Career Academy, Milwaukee*

[www.youthguy.com](http://www.youthguy.com) / [mrdclassroom.com](http://mrdclassroom.com)

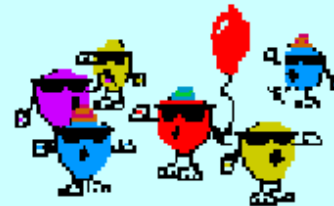
# ***What is True Colors?***



- Based upon the works of Katherine Briggs and Isabel Briggs-Myers (MBTI), David Keirsey, and Don Lowery
- True Colors helps identify the strengths, values, needs, and stressors of the four personality types
- The personalities types are labeled as the colors: Blue, Green, Gold and Orange

# True Colors

## In My Eyes:



- ✓ Read through the sheets labeled “Orange, Gold, Blue and Green.”
- ✓ We’ll read them together. Then, put them in order according to **most** like you to **least** like you.

# True Colors

## BLUE

- *I am compassionate.*
- *I am always encouraging and supporting.*
- *I am a peacemaker, sensitive to the needs of others.*
- *I am a natural romantic.*

# True Colors

## BLUE

- *I like to do things that require caring, counseling, nurturing, and harmonizing.*
- *I have a strong desire to contribute and to help others lead more significant lives.*
- *I am poetic and often enjoy the arts.*

# True Colors

## BLUE

- *I value integrity and unity in relationships.*
- *I am enthusiastic, idealistic, communicative, and sympathetic.*
- *I express my feelings easily.*

# True Colors

## GREEN

- *I am conceptual.*
- *I have an investigative mind, intrigued by questions like, "Which came first, the chicken or the egg?"*
- *I am an independent thinker, a natural nonconformist, and live life by my own standards.*

# True Colors

## GREEN

- *I like to do things that require vision, problem solving, strategy, ingenuity, design, and change.*
- *Once I have perfected an idea, I refer to move on to a new challenge.*

# True Colors

## GREEN

- *I value knowledge, intelligence, insight, and justice.*
- *I enjoy relationships with shared interests.*
- *I prefer to let my head rule my heart.*
- *I am cool, calm, and collected.*
- *I do not express my emotions easily.*

# True Colors

## GOLD

- *I am conventional.*
- *I am the pillar of strength and have high respect for authority.*
- *I like to establish and maintain policies, procedures, and schedules.*
- *I have a strong sense of right and wrong.*
- *I am naturally parental and dutiful.*

# True Colors

## GOLD

- *I do things that require organization, dependability, management, and detail.*
- *I need to be useful and to belong.*
- *I am the sensible, stable backbone of any group.*
- *I believe that work comes before play.*

# True Colors

## GOLD

- *I value home, family, status, security, and tradition.*
- *I seek relationships that help me ensure a predictable life.*
- *I am caring, concerned, and loyal.*
- *I show concern through the practical things I do.*

# True Colors

## ORANGE

- *I am courageous.*
- *I act on a moment's notice.*
- *I see life as a roll of the dice, a game of chance.*
- *I need stimulation, freedom, and excitement.*
- *I am a natural leader, troubleshooter, and performer.*

# True Colors

## ORANGE

- *I like to do things that require variety, results, and participation.*
- *I often enjoy using tools.*
- *I am competitive and bounce back quickly from defeat.*

# True Colors

## ORANGE

- *I value action, resourcefulness, and courage.*
- *I am generous, charming, and impulsive.*
- *I show affection through physical contact.*

# True Colors

## *In My Eyes:*

- ✓ Write your color perception on your worksheet.



# True Colors

## **In Their Eyes:** Word inventory.

- ✓ Evaluate the list of words in each row,  
Put them in the order of Most like me to Least.

Number them:

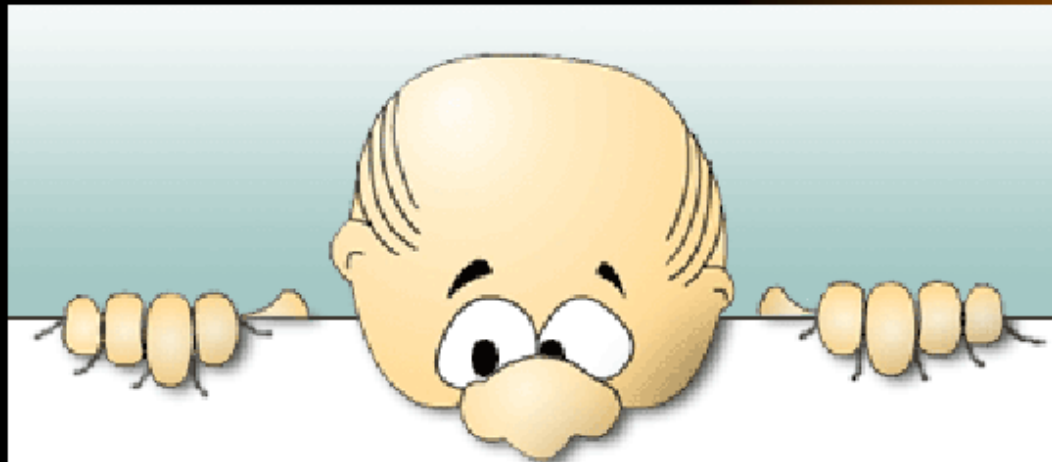
- ⇒ **4 for most**
- ⇒ **3 for next closest**
- ⇒ **2 for next** and
- ⇒ **1 for the least like you**

Do each row the same way!



- ✓ When you have finished all the rows,  
Add the columns at the bottom.

# True Colors



**Work on that Now!**

# True Colors

*After you have added up the columns,  
the results are as follows:*

- **Column #1 is Orange**
- **Column #2 is Gold**
- **Column #3 is Blue**
- **Column #4 is Green**

*Circle your primary color. If you have two numbers the  
same, then you have a shared color for that level.*

# True Colors

1. Now, divide into groups of according to your primary color.
2. Limit the groups to 8 or less.
3. Take a poster sheet, pencils and a box of colored markers.

# *Your True Colors Assignment*

1. Your True Color small group has been given the task to design an amusement park.
2. You have 20 minute to accomplish this task.
3. At the end, choose a spokesperson to show and describe your amusement park to the other groups.

*Ready, set, GO!*



# True Colors

- Let's Take a look at your Amusement Parks....



# True Colors

## BLUE: 12-14%

- 70% Are woman;  
They are the “Hallmarks”
- They are flexible, love people,  
focus well
- Goal: to be with people
- Servants; Give most strokes,  
Need most strokes.

**Results**

# True Colors

## BLUE

- Intraspective: “Who am I – Who am I really” (Buys into “true colors” the most)
- Catapults – motivate others; sees potential
- Nosey?? Always wants to know how you are doing; family real bad!

**Results**

# True Colors

## BLUE

- Learn by pleasing others; Never a lot of money– always spending it on others
- Write cards and also appreciate cards.
- Goes shopping with other blues
- They want to connect.

**Results**

# True Colors

## GREEN: 12-14%

- Love knowledge, research, solving problems, data, philosophy, solutions & blue prints
- Never enough time or data – always want more
- Scientists; Mid level to top management Execs; CEO's

Results

# True Colors

## GREEN

- 80% of all Professors:  
Loves when students  
“argue or disagree” with him
- Bored easily; Good planners  
but not the best implementers;  
Develops solutions/blue prints  
that Gold’s carry out.
- Question everything: Ask why?

Results

# True Colors

## GREEN

- Want best answers;  
Juggle a lot at a time; “Can’t find car”
- Most introverted; Takes Calculated risks
- Doesn’t share feelings/emotions  
with others
- Hard to put closure on things

**Results**

# True Colors

**GOLD: 38%**

- Turns the lights on at work; makes the coffee
- Makes sure budget is intact; learns by instruction
- Without Gold's, everything stops!

**Results**

# True Colors

## GOLD

- Most church workers and community workers
- 80% of all elementary school teachers
- Rotten risk takers; likes security; likes lists

Results

# True Colors

## GOLD

- Entrusts schools, laws  
(most police & judges are gold)
- Raised hand in college;  
Structured; family orientated
- Makes more money “totally”  
than any other group

**Results**

# True Colors

## ORANGE: 36%

- Does things quickly and usually pretty well
- BUT, they always do it their way!
- Celebrative; Like doing it;
- Very Hands-on; Physical; Active; Experiential; No restraints

**Results**

# True Colors

## ORANGE

- Mostly in Creative arts;  
Physical Education Teachers
- Competitive; Spontaneous;  
Risk Takers; Adventurous

Results

# True Colors

## ORANGE

- Happy; Have a great sense of humor; Makes people laugh
- Giving; Likes to see results; An organized mess

**Results**

# True Colors

## In God's Eyes:

*There are different kinds of gifts, but the same Spirit.  
There are different kinds of service, but the same Lord.  
There are different kinds of working, but the same God works all of them in all men.  
Now to each one the manifestation of the Spirit is given for the common good.*



# True Colors



- *The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body.*
- *But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body.*

# True Colors

*•If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.*

*Now you are the body of Christ, and each one of you is a part of it.*

*(1 Corinthians 12:4-27)*



# True Colors



As teachers and school leaders, what can we learn from the **True Colors** testing and small group activity?

## ***Things we need to consider***

1. Every one of our students is unique and special
2. Our students probably think and learn differently than we do
3. In order for the lesson to make a greater impact, we need to consider the student's learning styles as we teach
4. We need to adapt our teaching style to accommodate a greater number of learning styles

# *Lunch*



*We start again at 12:30!*

Teacher & School Leader's In-Service  
***Training Workshop : Part Two***

***“The Brains of the Bunch”***  
***Concepts in Learning***



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# ***The First Step: “Types of Learning”***

**There are three types of learning behaviors:**

- **Kinesthetic**
- **Auditory**
- **Visual**
- **A combination** (often called multi-sensory.)



# ***The First Step: “Types of Learning”***

- Kinesthetic:  
*learns better by physically doing it  
(hands-on)*
- Auditory:  
*learns better by hearing or reading it  
(hearing in his head)*
- Visual:  
*learns better by watching it or  
by viewing displays and presentations.*
- Multi-sensory:  
*learns most effectively by use of a  
combination of kinesthetic, auditory and visual.*

# ***How do you learn best?***



- **How would you normally teach a Sunday school lesson?**
- **For example, the lesson is on forgiveness and the Bible story is about the Prodigal son.**

***Give an example of what you could  
do for each learning method.***

***Kinesthetic  
Auditory  
Visual  
Multi-sensory***



## ***The Second Step: “Problems with Learning”***



- 30% of all children have some sort of learning disability.
- One of the most frequently diagnosed is **ADD**.

***Core symptoms  
for most LD situations are:***

- Distractibility
- Restlessness
- Impulsive



## ***Suggested Learning Devices for LD children:***

- **Creative** –  
Don't be totally structured -  
“They may not go over the hill, they might go around it!”
- **Constant** –  
Keep all the distractions and tangents leading  
toward the same goal or topic; use distractions.
- **Curious** –  
Provide more opportunities to ask or answer questions.
- **Cognitive** –  
Let them choose what they want.

## ALSO:

- Physical exercise causes the brains glucose to flow faster, which seems to help the thought process.
- Encourage verbal processing by pairing youth.



## *The Third Step: “Understanding Learning”*

- Everyone has **TWO** brains  
*(not two sides of one).*



## ***Left-Brain:***

*Sees the pieces (Detail Orientated)*

- Analysis
- Logic
- Numbers
- Math
- Language
- Linearity
- Sequence



## ***Right-Brain:*** *Sees the whole (Not good at details)*



- Creativity
- Imagination
- Dimension
- Images/Forms
- Music
- Rhythm/Rhyme
- Color

- When you were **three years old**, did your parents pass out vocabulary lists, rules of syntax and grammar?

3 to 5

- Yet by **five years old**, you knew almost the entire language. Why?





## ***Effects of Learning***

### **Effects of Learning**

### **Child**

### **Student**

*Environment*

Unstructured

Structured

*Knowledge Base*

Low

High

*Effort Expended*

Low

High/Work

*Retention Rate*

Lifetime

A few Years

*Fluency*

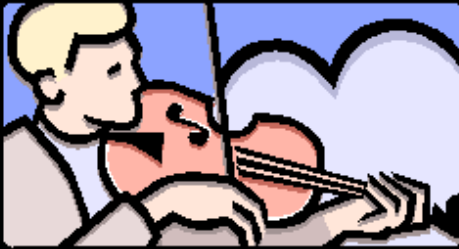
High

Low to None

*Learning Style*

Global

Sequential



*Combining music with learning  
seems to improve learning  
because it uses  
**both** the left and  
the right-brains.*

*For example: "Hooked on Phonics"*

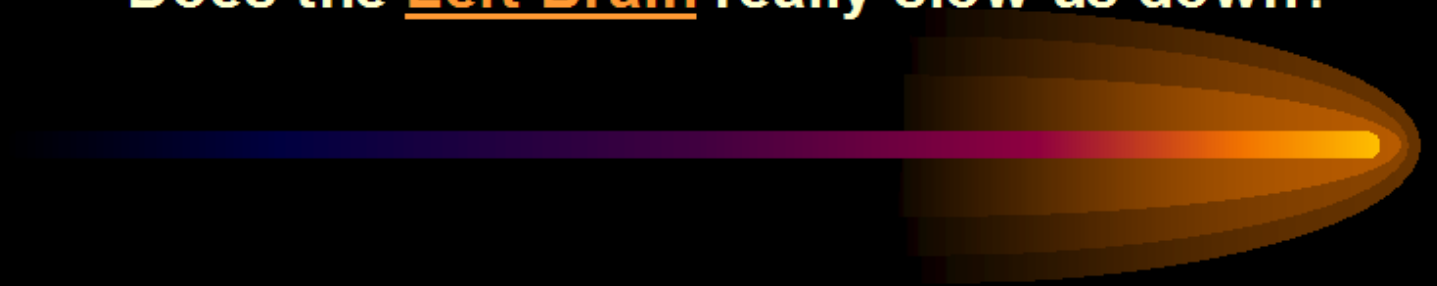




## ***Effects of Music***

|                    | <u><b>With Music</b></u> | <u><b>Without Music</b></u> |
|--------------------|--------------------------|-----------------------------|
| <b>Method Used</b> | <b>Assimilation</b>      | <b>Rote Memorization</b>    |
| <b>Effort</b>      | <b>Low</b>               | <b>High</b>                 |
| <b>Repetitions</b> | <b>Few</b>               | <b>Many</b>                 |
| <b>Difficulty</b>  | <b>Low</b>               | <b>High/Work</b>            |
| <b>Retention</b>   | <b>Long Term</b>         | <b>Short Term</b>           |

Does the Left-Brain really slow us down?



***“I will point at a word.  
I want you to tell me the shape  
surrounding the word.”***

***Ready?***

OVAl


REctAngLE

SQuARE

CIRcLE

TRIANGLE

Does the Left-Brain really slow us down?



***“I will point at a word.  
I want you to tell me the  
color of the letters.”***

***Ready?***

**BLUE**

**RED**

**ORANGE**

**GREEN**

**RED**

**BROWN**

**GREEN**

**ORANGE**

**YELLOW**

**BLUE**

**PURPLE**

**YELLOW**

**BLACK**

**PURPLE**

**Sequential Learning** is like putting a jigsaw puzzle together without looking at the box. It is the incremental accumulation of steps which become more difficult.



**Global Learning** exposes the whole product as one and the student assimilates as much as possible and fills in the rest later.





## *Russia's "French Language" Experiment*

- Split a French language class in half
- $\frac{1}{2}$  went to France and learned the language by simply living there
- $\frac{1}{2}$  stayed in Russia and learned it in a classroom

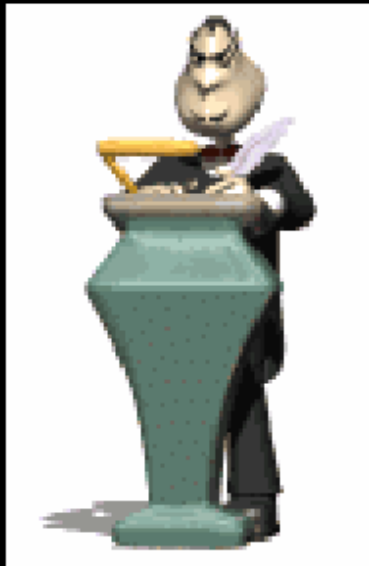


## *Russia's “French Language” Experiment*

The ½ that went to France:

- Showed no fatigue
- Had better sentence usage, flow, and syntax
- More confident

# ***Learner Paralysis*** **is caused by:**



- ✓ The conventional classroom environment
- ✓ Viewing learning as a chore  
*(carry over from regular school and typical educational system)*
- ✓ Believing some concepts are more difficult than others

# Offsets:



- Create a playful, fun environment
- Keep structure flexible  
*(informal sessions, modified classroom setup)*
- Watch your words  
*(Avoid: “difficult,” “advanced,” “review” and don’t imply “steps” or difficulty problems)*

# How to Stimulate the



- View everything at once
- Use color freely
- Use scent
- Play class related games or use toys
- Play and/or sing music

# How to Stimulate the



- Use rhythm, rhyme or mnemonics
- Relax your students
- Provide a quick run through  
*(demonstrate everything you will cover that day)*
- Possibly use music behind a lesson

# Brain Waves:



- ✓ **Beta** – full consciousness, highly analytical
- ✓ **Alpha** – relaxed, alert, creative, fast facts
- ✓ **Theta** – deep meditation
- ✓ **Delta** – deep, dreamless sleep

The best wave to learn is in **Alpha Waves**.  
Certain types of music cause  
Alpha waves to be more active.

## ***Baroque Music:***

- 🔊 Composed between 1700-1750
- 🔊 Bach, Handel, Mozart, Vivaldi, etc.
- 🔊 Promotes alpha waves
- 🔊 Promotes both brain learning
- 🔊 Beats at the same rate as the human heart when at rest (50-70 bpm)



# *Music*

- Playing music which promotes *Alpha Waves* as they walk in may make them more receptive to what you have to say.
  - Same rate as the human heart when at rest (50-70 bpm)
- Avoid OVER stimulating music
- Choose music which enhances your theme



## ***The Last Step: “Applying Learning concepts”***

- Can we think of activities or approaches that encourage global learning in our classroom?
  - Example: Write a definition on the board and like a game, erase words from the definition until it is totally memorized.

## ***Group Brainstorm***

# *1. Get off to a Good Start.*

- The first "honeymoon" encounter
  - Students:
    - Formulate their impressions
    - Generally well behaved
  - Teachers:
    - Can be easily misled
      - Ideal class
      - Relax vigilance
  - Reality:
    - Within a week, students will test you
    - "get away with"
  - Establish the expected ground-rules for classroom behavior



## *2. Learn School Policies.*

- Prior to first class
  - Teachers should know:
    - School behavior policies
    - Discipline procedures; Options
    - School discipline expectations
      - Student
      - Teacher

### ***3. Establish Rules.***

- Establish classroom behavior rules, procedures, and consequences
- Discuss rule rationale with students
- Keep the list of rules short
  - Include:
    - Paying attention,
    - Respect for others,
    - Excessive noise,
    - Securing materials
    - Completion of homework assignments.

## *4. Over Plan Lessons.*

- "Overplan" the lessons
  - At least for the first month
- Impress on the students from the outset
  - Show yourself as organized and confident
  - Role model
  - Demonstrate confidence in yourself
  - Take charge
    - *Easier to let up than to bunker down later*

## *5. Learn Names.*

- Devise a seating arrangement
  - Intent: learn students' names quickly
- Calling a student by name ASAP gives:
  - Student an increased sense of well being.
  - Teachers greater control of situations.
    - "JOHN, stop talking and finish your work" rather than "Let us stop talking and finish our work".

## *6. Be Firm and Consistent.*

- Be firm and supportive
- Provide an appropriate learning environment
  - Avoid non-education related distractions
  - Make classroom layout and procedures safe and secure



## *7. Demonstrate Respect.*

- In order to have true respect, you must give it.
  - does not mean the teacher
    - Accepts undesirable comments
    - Run a classroom without consequences



## *7. Demonstrate Respect.*

- Role model how you want to be treated
  - By how we:
    - Talk to students and parents
    - React to situations
    - Choose where and in front of who
  - By what we stand for
    - Personal and professional ethics; convictions

## ***8. Use Reasonable Consequences***

- **Be Fair and Consistent**
- **Consequences should fit the offense**
  - Harsh consequences = brooding hatred
  - Natural consequence are most effective
- **Never threaten your students**
- **Offer the least consequences first**
  - Discipline levels
    - Verbal reprimand
    - Written

## *9. Know the Imaginary Line*

- You are not a friend – you are a mentor
  - True friendship comes AFTER graduation
  - Relationships can not get in the way of a student's education
- Avoid overemphasis on “classroom pets”
  - Playing favorites can undermine other relationships
  - Forgive often; Seek and emphasize positive qualities in every students
  - Know their “true color” and modality
- Classroom control requires personalization
  - What works best for you is what you should do

## *10. Practice Self Control*

- Learn to be calm in the face of problems.
  - If you discipline in anger, your judgment can be in error
- Role model your problem solving abilities
- Don't take your students' remarks personally
  - Students may hate a teacher one day and love him/her then next.

## *11. Use Choices*

- If a student is at risk, removed the offender -- no choices
- Empowerment – Ownership of Change
  - When you give students choices, they have power-- power to make a good choice and continue receiving instruction
    - Give students choices:
      - *You may leave the room and go to...*
      - *You may stay here and make changes in your personal choices.*
      - *You may stay in the room, but change your seat to an area where you agree there will be fewer problems.*

# Scenarios

1. Break into groups of no more than 5 people. Try to have at least one of each True Color in your group if possible.
2. Discuss how you would deal with the scenario described.
3. Be creative and consider the learning concepts we have discussed in your approach.

## Scenario #1

- For the past six months, Maria has been a quiet girl who listened to directions and participated when asked to in class. However, for the past two weeks, Julie has been disruptive, obnoxious and at times disrespectful. It has become difficult to teach the class.
- What would you do first? If the problem persists, then what? Why?

## ***Scenario #2***

- You want to teach a lesson requiring memory work, but the youth don't want it and the parents don't seem to encourage their children to learn it.
- What would you do? Why?

## Scenario #3



- Jamal always comes to school 25 minutes late. He misses the main lesson time and always seems a little confused the rest of the class. However, he attends faithfully every day.
- What would you do? Why?

## ***Scenario #4***

- There is an argument between two children in the hallway outside your room. There is pushing and shoving, and the potential for someone to get hurt is high. You are the only one in your classroom at the time.
- What would you do? Why?

## ***Scenario #5***

- One of your students decides to question you in front of the rest of class about a concept or controversial decision. He says that his Mom doesn't like what we teach here.
- What would you do? What would you say? Why?

## ***Scenario #6***

- You have had a really bad morning and frankly, you don't feel like teaching this morning. You didn't get much sleep last night, your clock wasn't set, so you got up 15 minutes late, your children have been disrespectful, your spouse hasn't been very supportive, the car hasn't been cooperative, and when you walk into class, you realize you prepared the wrong material.
- What do you do? Why?

## Scenario #7

- You are a new teacher and are preparing your first lesson ... well, you are trying to, but you are not sure where to start. You've opened the book a few times, read the text part of the way; BUT you are just not sure where to go.
- What should you do? How should a teacher prepare? How could the teacher better understand the story or lesson? What should a teacher include in the teaching of the lesson so that the students will understand it?

## Scenario #8

- The class seems bored. They seldom say anything, they just listen and leave. I follow the lesson plan exactly and even answer my own questions. I'm not even sure if they really are listening or simply sleeping with their eyes open.
- How could I find out if they are really listening? How could I get them to participate? What can I do to "liven-up" the class?

## *In conclusion...*

- It is never easy, but effective teaching is doing everything possible to get your students to learn and apply the lesson to their lives.
  - *Sometimes you will think you have failed, but remember sometimes learning takes place despite you.*
  - *Continue to seek out new ways to help your class learn and keep the parents involved along the way.*



# *Part Three: Discipline & Emergency Procedures*

Glen Dawursk, Jr.

Teacher & School Leader's In-Service  
***Training Workshop : Part Three***



# ***Scenarios***

1. Break into groups of no more than 5 people. Try to have at least one of each True Color in your group if possible.
2. Discuss how you would deal with the scenario described.
3. Be creative and consider the learning concepts we have discussed in your approach.

# Scenario #1

- For the past six months, Julie has been a quiet girl who listened to directions and participated when asked to in class. However, for the past two weeks, Julie has been disruptive, obnoxious and at times disrespectful. It has become difficult to teach the class.
- What would you do first? If the problem persists, then what? Why?

## ***Scenario #2***

- You want to teach a list of definitions, but one student doesn't want to learn it and the parents don't seem to encourage the child to learn it.
- What would you do? Why?

## ***Scenario #3***

- Johnny always comes to school 20 minutes late. He misses the main part of the lesson each time and always seems confused the rest of the class. However, he attends school every day; he never skips.
- What would you do? Why?

## ***Scenario #4***

- There is an argument between two children in the hallway outside your room. There is pushing and shoving, and the potential for someone to get hurt is high. You are the only one in your classroom at the time.
- What would you do? Why?

## ***Scenario #5***

- One of your students decides to question you in front of the rest of class about their freedom of speech. He says that his Mom also says he has a right to share his opinion even when he is being disciplined.
- What would you do? What would you say? Why? What about school rules?

## Scenario #6

- You have had a really bad morning and frankly, you don't feel like teaching this morning. You didn't get much sleep last night, your clock wasn't set, so you got up 15 minutes late, your children have been disrespectful, your spouse hasn't been very supportive, the car hasn't been cooperative, and when you walk into class, you realize you prepared the wrong material.
- What do you do? Why?

## Scenario #7

- You are a new teacher and are preparing your first lesson ... well, you are trying to, but you are not sure where to start. You've opened the text book a few times, read material; BUT you aren't sure you understand it either.
- What should you do? How should a teacher prepare? How could the teacher better understand the story or lesson? What should a teacher include in the teaching of the lesson so that the student's will understand it?

## Scenario #8

- The class seems bored. They seldom say anything, they just listen and leave. I follow the lesson plan exactly and even do the role-playing the suggest (usually by myself). I'm not even sure if they really are listening or simply sleeping with their eyes open.
- How could I find out if they are really listening? How could I get them to participate? What can I do to "liven-up" the class?

## *In conclusion...*

- 1. Sometimes you will think you have failed, but remember your affirmation may not come this year or next. It may come years later...*
- 2. Remember: sometimes learning takes place despite you.*
- 3. Use teachable moments which connect them to the lesson everyday.*
- 4. Continue to seek out new ways to help your class learn and keep the parents involved along the way.*



## *In conclusion...*

- It is never easy, but effective teaching and classroom management is doing everything possible to get your students to learn and apply the lesson to their lives.

