

WORKSHOP ON "ESSENTIALS OF DIGITALIZATION IN OFFICE PRACTICE"

8th Dec, 2020, Venue: Brilliant Convention, City

WORKSHOP CURRICULUM

TIME	TOPIC	FACULTY
0730-0830	Registration & Breakfast	
0830-0845	Inauguration	
0845-0915	Advertise yourself with simple office tools	Dr. Name Surname
0915-0945	Designing of ideal website to promote practice	Dr. Name Surname
0945-1015	Ensuring patient satisfaction through digitalization	Dr. Name Surname
1015-1115	Making most of the LAP Clinical software including troubleshooting by self	Dr. Name Surname
1115-1130	TEA BREAK	
1130-1200	Innovations in Telemedicine in office practice	Dr. Name Surname
1200-1230	Training digital team in your clinic	Dr. Name Surname
1230-1300	Digital abuse and its adverse effects	Dr. Name Surname
1300-1400	LUNCH	
1400-1430	Digital waste management	Dr. Name Surname
1430-1500	IT for Clinical Decision Support	Dr. Name Surname
1500-1530	Strategies for effective Backup of data	Dr. Name Surname
1530-1545	Benefits of Digitalization	Dr. Name Surname
1530-1545	TEA BREAK	
1600-1700	Hands-on Session: Divide in 2 Groups. Each group 30 Min	
Stations	Group A LAP Software	Group B Antivirus-demonstrate antivirus updation, various facilities in various antivirus packages.
Faculty	Dr. Name Surname, Dr. Name Surname	Dr. Name Surname, Dr. Name Surname
1600-1630	Group A	Group B
1630-1700	Group B	Group A
1700	Wrap-up & Certificate Distribution	

Writing Workshop Curriculum Calendar

David Foster



Writing Workshop Curriculum Calendar:

Planning for Successful Reading and Writing Instruction in K-2 Antoinette Cerulli Fornshell, 2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2

Above and Beyond the Writing Workshop Shelley Harwayne, 2023-10-10 When writing workshops first blossomed in classrooms its hallmarks were genuine curiosity individual choice quality conversations and engaging children s literature A joyous hum of intention creativity and craft enlivened the school day Today s teachers are often faced with a range of obstacles as new initiatives are embraced mandates handed down and scripted programs are purchased Sometimes teachers must sacrifice the original principles of the writing workshop and lose the creative venue they provide Above and Beyond the Writing Workshop is filled with original writing challenges designed to bring back the spirit of the original writing workshop model and encourage teachers to enhance it with invention innovation and inspiration Teaching creative writing is not only possible but an important process in their instruction Author Shelley Harwayne invites teachers to keep the workshop spirit alive by Encouraging professional conversations on classroom ideas and methods between colleagues Developing writing cues that allow young writers to be inquisitive outspoken and independent Showing how high quality writing can make a difference Offering an inspired and stimulating outlet for students to express their passions Harwayne s book will help teachers encourage students to write the world around them which can generate more critical thinking and make for a more well rounded child

Creating Literacy Communities as Pathways to Student Success Jessica Singer Early, Christina Saidy, 2018-10-04 Creating Literacy Communities as Pathways to Student Success offers a model for using literacy as a pathway for secondary students to explore fields from which they are often systematically excluded In particular this volume demonstrates how access for young Latina students to STEM related fields can be bolstered through engagement with mentors in writing and reading programs Written for pre and in service teachers as well as scholars across disciplines this book aims to re conceptualize the ways in which writing can best serve ethnically and linguistically diverse students especially girls

When Teacher Voices Are Heard Elizabeth Birnam, Debora Nary, 2013-04-09 Moving towards the Common Core Standards in reading and writing the time is right for school districts to reform literacy instruction by focusing their instruction around the needs of their diverse student population and the teaching styles of their teachers There is no better way to do this than through a teacher created home grown literacy program that aligns standards with student needs all while remaining cognizant of the teachers who implement the curriculum In the process teachers emerge as literacy leaders The leadership paradigm shifts away from the principal as sole decision maker and through a shared vision and

collective efficacy classroom teachers and administration form an alliance that ensures success for all students Because it is the shared responsibility to adapt the program to the learner the hallmark of this instructional reform is relevant job embedded professional development that is provided in a timely fashion This fosters a democratic learning community where decisions are made together and the status quo is challenged *Diversities in Early Childhood Education* Celia Genishi,A. Lin Goodwin,2012-08-06 This collection edited by leaders in the field of early childhood and multicultural education is a valuable resource for those studying and working with young children Chapters emphasize the relationship between theory research and practice and provide illustrations of equitable and inclusive practices that move us toward social justice in the critical field of early childhood education Drawing from the current literature on ability class culture ethnicity gender languages race and sexual orientation the book presents a forward looking account of how diversity could improve the educational experience of children from birth to grade three **Modern Curriculum for Gifted and Advanced Academic Students** Todd A. Kettler,2021-09-03 Modern Curriculum for Gifted and Advanced Academic Students addresses the need for advanced curriculum design in an age of national standards and 21st century learning innovations The text and its authors work from the assumption that the most advanced learners need a qualitatively different design of learning experiences in order to develop their potential into outstanding achievement answering the question How should we design learning experiences for our most advanced academic students in the foundational curriculum areas This book provides the most contemporary thinking about how to design in depth courses of study in the foundational curriculum areas with a high degree of complexity and advanced content The book includes chapters articulating specific design components like creative thinking critical thinking and authentic research but also subject specific chapters in mathematics language arts science and social studies to demonstrate application of those design components **Reading/writing Connections in the K-2 Classroom** Leah Mermelstein,2006 Reading Writing Connections in the K 2 Classroom demonstrates how through careful explicit assessing planning and teaching every student can understand the relationship between reading and writing The text is filled with practical classroom strategies based on both theory and research Focused on the goal of understanding the relationship between reading and writing the text demonstrates how to move students between the two to become more skillful readers and writers In three parts the text explores the essential understandings needed to use the reading writing connection demonstrates how planning helps to use the reading writing connection and outlines teaching strategies to use the connection to strengthen your everyday encounters with students Assessment is integrated into each chapter providing a clear image of what it looks like to assess in the service of student learning Practical ways to integrate phonemic awareness phonics word study and spelling into planning and teaching reading and writing are incorporated throughout Word study is integrated into every chapter to ensure a systematic approach to the topic [Developing Voice Through the Language Arts](#) Kathryn Henn-Reinke,Geralyn A. Chesner,2007 Let every voice be heard Developing Voice Through the Language Arts shows

prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices This book considers the integrated nature of the primary language arts reading writing listening speaking viewing and visually representing Authors Kathryn Henn Reinke and Geralyn A Chesner encourage preservice and inservice teachers to take a reflective balanced approach in preparing to teach language arts Assessing Writers Carl Anderson,2005 Anderson offers smart ready to use ideas for assessment **Of Primary Importance** Ann M. Corgill,2023-10-10 From the first chapter of Ann Marie Corgills *Of Primary Importance* What s Essential in Teaching Young Writers you experience the swirling energy the sights and the sounds of a primary classroom Forming the heart of the book are detailed units of study on poetry nonfiction and fiction writing that provide a clear demonstration of the writing workshop process at work throughout a school year You ll also find examples of favorite texts for teaching various craft components ideas for classroom organization and where to purchase materials suggestions for publishing student work lists of professional resources and most importantly inspiring examples of what children who are empowered to write can and will write *Of Primary Importance* is not a how to manual as much as it is a celebration of the idiosyncratic journey of teaching young children to write If you are a grade one through grade three teacher struggling to get your students writing well if you want to push your writing workshop to new dimensions or if you are just plain skeptical that primary kids can write something beyond I love my mom I love my dog The end this book is for you You will come away inspired challenged supported and wiser in your classroom writing instruction Boy Writers Ralph Fletcher,2023-10-10 Writing test scores indicate that boys have fallen far behind girls across the grades In general boys don t enjoy writing as much as girls What s wrong How can we do a better job of creating boy friendly classrooms so their voices can be heard In *Boy Writers Reclaiming Their Voices* Ralph Fletcher draws upon his years of experience as staff developer children s book author and father of four boys He also taps the insights from dozens of writing teachers around the US and abroad *Boy Writers* asks teachers to imagine the writing classroom from a boy s perspective and consider specific steps we might take to create stimulating classrooms for boys Topic choice emerges as a crucial issue The subjects many boys like to write about war weapons outlandish fiction zany or bathroom humor often do not get a warm reception from teachers Fletcher argues that we must widen the circle and give boys more choice if we want to engage them as writers How We must begin by recognizing boys and the world in which they live *Boy Writers* explores important questions such as What subjects are boy writers passionate about and what motivates them as writers Why do boys like to incorporate violence into their stories and how much should be allowed Why do we so often misread and misunderstand the humor boys include in their stories In addition the book looks at how handwriting can hamstring boy writers and how drawing may help welcoming boy friendly writing genres in our classrooms ways to improve our conferring with boys and more Each chapter begins with a thorough discussion of a topic and ends with a highly practical section titled What can I do in my classroom *Boy Writers* does not advocate

promoting the interests of boys at the expense of girls Rather it argues that developing sensitivity to the unique facets of boy writers will help teachers better address the needs of all their students **The Power of Grammar** Mary Ehrenworth, Vicki Vinton, 2005 Explains how teachers can use the approach that proper grammar is powerful to help their students understand English grammar rules and uses Challenging the School Readiness Agenda in Early Childhood Education Miriam B. Tager, 2017-03-27 Challenging the normative paradigm that school readiness is a positive and necessary objective for all young children this book asserts that the concept is a deficit based practice that fosters the continuation of discriminatory classifications Tager draws on findings of a qualitative study to reveal how the neoliberal agenda of school reform based on high stakes testing sorts and labels children as non ready affecting their overall schooling careers Tager reflects critically on the relationship between race and school readiness showing how the resulting exclusionary measures perpetuate the marginalization of low income Black children from an early age Disrupting expected notions of readiness is imperative to ending practices of structural classism and racism in early childhood education When Writing Workshop Isn't Working Mark Overmeyer, 2024-12-27 Writing is hard work Teaching it can be even harder As most teachers know writer s workshop doesn t always go as planned and many find there are obstacles that they consistently struggle with In his role as a literacy coordinator and teacher Mark Overmeyer has heard the same issues raised again and again by both new and experienced colleagues When Writing Workshop Isn t Working Answers to Ten Tough Questions Grades 2 5 provides practical advice to overcome these common problems and get your writing workshop back on track Acknowledging the process based nature of the writing workshop this book does not offer formulaic program based one size fits all answers but presents multiple suggestions based on what works in real classrooms This second edition includes updated ideas for common issues in the workshop and features new chapters on technology and resistant writers Questions addressed in the new edition include How can I reach resistant writers How can I support students in their use of technology including AI How should I assess student writing How do I manage writing conferences How can I help my students revise and self edit This book is a handy reference tool for answering specific questions as they pop up during the year Overmeyer uses student examples throughout to help teachers envision these solutions in their own classes and he includes an array of classroom tested ideas for multilingual learners There may not be any easy answers to the complexities of writer s workshop but by identifying and providing advice on common stumbling blocks the second edition of When Writing Workshop Isn t Working provides a solid groundwork freeing up time and creativity for teachers to address the specific needs of their students *The Hitchhiker's Guide to Writing Research* Xinghua Liu, Michael Hebert, Rui A. Alves, 2023-09-30 This book brings together the work of established scholars from around the world to celebrate and honor the many ways in which Steve Graham has contributed to the advancement of teaching and researching writing Focusing on writing development and writing instruction in different contexts of education original contributions in this book critically engage with theoretical and empirical issues raised in

Steve Graham's influential body of work and significantly extend our understandings of the importance of writing in developing learners' literacy and the roles of writing in teaching and learning processes. This book is organized around themes central to Steve Graham's work including theories and models of writing, effective instructional methods in teaching writing, surveys on teaching and learning writing, and systematic review studies on writing. Apart from regular chapters, the book also features personal and scholarly reflections revealing the powerful ways in which Steve Graham's work has influenced our thinking in the field of writing research and continues to open up new avenues for future research endeavors.

What's Next for this Beginning Writer? Revision Janine Reid, 2012. Based on the work of real students, this comprehensive book answers the most common questions about teaching writing and presents a series of mini lessons in step-by-step format.

Resources in Education, 1999-10 **The Principal's Guide to School Budgeting** Richard D. Sorenson, Lloyd M. Goldsmith, 2024-04-18. Align your school budget with your vision for student achievement. Since 2006, *The Principal's Guide to School Budgeting* has been a best seller supporting thousands of principals in navigating the complex process of school budgeting. This fourth edition hones in on the message that a school budget should be a reflection of the school's vision for student growth, an open culture, and a positive school climate. This edition offers new information on how national and state reform and political practices affect school allocations and emphasizes the need for appropriate budget visioning, planning, analysis, and needs assessment. Covering the budgeting process, effective budgeting practices, accounting, and auditing procedures, and building the school budget within a collaborative decision-making context, this comprehensive guide includes vignettes and discussion questions, case study applications, and experiential exercises. A budget development project. New discussion of technology's impact on budgetary practices, phishing scams, and fundraising. *The Principal's Guide to School Budgeting* is an essential resource for practicing and aspiring school administrators who want to master their accounting and auditing procedures. By effectively managing the school budgeting process, principals can contribute to improved student achievement and strengthen connections with the school community.

Writing and Learning in Cross-national Perspective David Foster, 2017-10-03. Despite the increasingly global implications of conversations about writing and learning, U.S. composition studies has devoted little attention to cross-national perspectives on student writing and its roles in wider cultural contexts. Caught up in our own concerns about how U.S. students make the transition as writers from secondary school to postsecondary education, we often overlook the fact that students around the world are undergoing the same evolution. How do the students in China, England, France, Germany, Kenya, or South Africa, the educational systems represented in this collection, write their way into the communities of their chosen disciplines? How, for instance, do students whose mother tongue is not the language of instruction cope with the demands of academic and discipline-specific writing? And in what ways is U.S. students' development as academic writers similar to or different from that of students in other countries? With this collection, editors David Foster and David R. Russell broaden the discussion about the role of writing in

various educational systems and cultures Students development as academic writers raises issues of student authorship and agency as well as larger issues of educational access institutional power relations system goals and students roles in society The contributors to this collection discuss selected writing purposes and forms characteristic of a specific national education system describe students agency as writers and identify contextual factors social economic linguistic cultural that shape institutional responses to writing development In discussions that bookend these studies of different educational structures the editors compare U S postsecondary writing practices and pedagogies with those in other national systems and suggest new perspectives for cross national study of learning writing issues important to all educational systems Given the worldwide increase in students entering higher education and the endless need for effective writing across disciplines and nations the insights offered here and the call for further studies are especially welcome and timely

How to Align Literacy

Instruction, Assessment, and Standards Nancy L. Akhavan, 2004 In this book Nancy Akhavan details the stories and strategies that enabled her school to move from under performing status to one in which students achieve and teachers have a whole new understanding of targeted instruction sensitive assessment and meaningful curriculum There is much to appreciate in what she says from her attention to thinking small and understanding the power of the details her emphasis on planning and goal setting to the seriousness with which she takes the standards and incorporates them into the life of the classroom Drawing on the work of the best in the business Lucy Calkins David and Yvonne Freeman and Tony Alvarado Akhavan made professional development the heartbeat of her school as she helped her faculty understand that their work begins and ends with continuous assessment of their students Now she helps readers of her book learn how child centered assessment leads to strategic instruction how to best support multilingual learners how to organize for yearlong learning how to think through precise workshop instruction in minilessons how to develop meaningful curriculum around units of study how to create a vibrant school community where standards and accountability stem from regular assessment and examination of instructional practices Akhavan provides immediately useful information for any elementary teacher principal or curriculum developer Read her book and understand how to use standards as a way to connect meaningful instruction to students not as a bar that students have to reach or a barrier to real teaching and learning

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