



Response to Intervention



PRESENTED BY

Cal Hauserman



SERIES SESSIONS

Date	Time
November 20, 2018	9:00 AM - 3:30 PM



LOCATION

Medicine Hat - TBD - -

FEE

\$230.00

QUESTIONS?

Contact Us:

403-381-5580

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Program

The concepts in this session support the implementation of the Collaborative Response Model. Attendees will learn strategies to create a base line for assessing social emotional needs of students. This will help to delineate learning and social needs to assist students on their academic journey. This seminar provides strategies to help students manage impulsivity and increase self regulation through meta cognition. The focus is on increasing the level of executive function for all students through a gradual release of responsibility. The implementation of these concepts will lead to increased learning and higher levels of academic achievement for all students.

Presenters

Cal Hauserman



Cal has been an educator his entire professional career. He has taught at all levels from kindergarten to graduate school. He started out as a high school Social Studies teacher and then made the switch to the elementary level where he was a teacher and teacher/librarian. Midway through his career he became an administrator acting as a vice principal and then principal at four middle and elementary schools.

Leadership and its role in creating dynamic school environments has long been an area of interest. Cal's Ph.D. studies focused on Transformational Leadership and most recently, he was the Program Director for the Alberta Teachers' Association Project - Leader2Leader Mentorship for Administrators. This was a province-wide initiative in which beginning principals were paired with experienced principals, trained in Cognitive Coaching, to improve leadership practices.

As a former teacher and administrator, Cal continues to believe that people and organizations can be transformed when they are empowered and self-directed. He particularly enjoys working with schools and jurisdictions that focus on the establishment of positive and purposeful school cultures. He provides guidance to organizations by exploring the ways and means of developing enhanced teaching practices, shaping and adapting to change, and creating learning environments that support and foster both student and teacher success. He feels these are exciting and achievable outcomes.

