

## South Sound Saturday School: March 17, 2018 - Session Descriptions

**Course Description Notes:** (CH) Identifies the # of clock hours, (ALL/CERT/ESP) Identifies the recommended audience, (TPEP) Course meets the professional and continuing certificate renewal requirement for TPEP (RCW 28A.410.278).

**Anti-Racism and Self-Awareness (3 CH, ALL):** Regardless of the words used to describe a course, anti-racist behavior always starts with self-awareness of the participant. This training is based on Cross-Cultural Competence, a set of beliefs and behaviors where one acknowledges and accepts oneself and others. It's an ongoing process of valuing differences through beliefs, actions and outcomes. The best approach begins by becoming self-aware. This training goes beyond traditional and historical cultural awareness trainings.

**Classroom Teaming for Student Success (6 CH, ALL, TPEP):** Teacher-paraeducator teams learn collaboration strategies to improve student achievement. Topics include: Planning program / behavior; evidenced-based instructional strategies, data collection/progress monitoring; and setting expectations for staff and students.

**Common Core Instruction for Education Support Professionals (3 CH, ESP):** This course provides ESPs an introduction to the Common Core State Standards (CCSS). Participants will consider the implications for student instruction and their role as ESPs in providing support to students. Participants will be given a general overview of ELA and Math CCSS and experience hands-on activities to practice CCSS aligned strategies and practices. Course Objectives: Explore the six CCSS "shifts" in ELA and Math; experience CCSS aligned activities to gain familiarity; and leave with specific strategies and ideas for CCSS aligned interactions with their students.

**Communication & Collaboration Strategies for Educators (3 CH, ALL):** In this time of education reform and limited funding, educators often face challenging situations while working with parents, students, principals and colleagues. Participants will learn effective communication and collaboration strategies to help all stakeholders work together to support greater student success. Participants will: examine principles and develop awareness of individual communication styles; consider an alternative stance in approaching challenging conversations; learn strategies for structuring interactions to support shared learning and effective problem solving; and identify practical approaches to address conflict and improve collaboration.

**Cultivating "SuperBetter" Powers (3CH, ALL):** Participants will practice gamefulness, building their own capacities for resilience, perseverance, optimism and creativity, while learning simple digital and nondigital gameful strategies to use with students. These research-based strategies and techniques are based on the work of Jane McGonigal, well-respected game designer and author of "SuperBetter" (2015). McGonigal's work introduces the concept of gamefulness and its positive effects on how people respond to stress, challenge, and pain. People have used gameful strategies to lose weight, run a marathon, and recover from serious illnesses. The presenters will share real experiences from applying SuperBetter strategies in both general and special ed. classrooms. Hear about students building confidence and self-efficacy, self-regulating behavior and emotions, shifting perceptions of difficult tasks from threats to positive challenges, and more.

**Culturally Responsive Classroom Communities (3 CH, CERT, TPEP):** This training will help educators become more culturally responsive and improve classroom engagement with students from diverse backgrounds, social groups and cultures through meaningful, caring adult relationships. Objectives: Demonstrate cultural competency, "the will and skill to create authentic and effective relationships across difference", in the classroom. Use the cultural competency framework of awareness, understanding, skills and advocacy to increase effectiveness with students from diverse populations including, but not limited to: socio-economic, language, ethnicity, race, sexual orientation, gender, religion, age and ability. Apply research on resiliency to help close the opportunity/achievement gap to build relational strategies focused on asset-based instruction.

**Culturally Responsive Classroom Communities (3 CH, ALL, TPEP):** This training will help educators develop strategies to engage students from diverse backgrounds, social groups and cultures through meaningful, caring

adult relationships that increase resiliency in students. Research, identifies student resiliency as one of the greatest predictors of student graduation. Student success is not about increasing test scores; it's about increasing student resiliency. Objectives: Increase understanding of diverse experiences and perspectives through a social justice lens; provide a cultural framework on how to address issues of equity and race both individually and in the classroom; and create common language for discourse with colleagues and students.

**Embracing Diversity with True Colors (3 CH, ALL):** The core of the True Colors system identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, communication styles, listening styles, non-verbal responses, language patterns, social skills, learning styles, environmental motivators, cultural appeal, negative mental states, relationship orientation, and ethical behaviors. This class is a model for understanding yourself and others based on your personality temperament.

**Engaging Students on the Autism Spectrum (6 CH, ALL, TPEP):** This course offers an in-depth look at autism characteristics in areas such as social reciprocity, shared attention, and perspective taking. Participants will learn how these deficits translate into academic, social, motor, communication and adaptive difficulties in schools and communities. Various behavioral, developmental and structured teaching approaches and a variety of effective classroom strategies to use when serving students with Autism will be provided. Participants will understand the definition and characteristics of Autism, and obtain current and reliable resources focused on meeting the needs of students with Autism.

**English Language Learners – Strategies for Closing the Achievement Gap (3 CH, ALL, TPEP):** This course introduces research-based, classroom-focused instructional and advocacy strategies for educators. It is an overview of the full course offered by the WEA ELL Cadre in multi-day trainings, available to support and assist educators in understanding how to apply research-based ELL culture and equity practices in the classroom.

**Evaluation, Collect & Present Evidence and Artifacts (3 CH, CERT, TPEP):** This session is aimed at helping you put your best foot forward in the certificated TPEP 4-tiered evaluation process. Session goals and objectives: demystify the magnitude of collecting and providing evidence; introduce tips to "harvest" evidence to best represent your instruction; develop skills to identify relevant, meaningful, DOABLE evidence; offer suggestions to assist in producing authentic evidence aligned to the specific components of your evaluation model; and provide resources and organizers to assist you in your evaluation.

**Evaluation, Using Formative Assessments (3 CH, CERT, TPEP):** This session is designed to help you learn the importance of using formative assessments in the classroom, understand the research behind formative assessments and their impact on the opportunity gap. The session will provide multiple connections between formative assessments and student learning, identify the differences between formative and summative assessments, provide examples of formative assessments and learning activities, crosswalk formative assessment practice with the three evaluation instructional frameworks, and provide over 100 resources (research, activities, examples, videos, PPTs) that can be used at building, local, council, and regional trainings.

**LGBT Teaching Tools (3 CH, ALL):** Through this course you will have the opportunity to gain invaluable tools to boost your understanding of how to be an ally for LGBTQ students, families, and staff. Learn small simple changes that can create a more inclusive environment for all students and families.

**National Board Certification 101 (3 CH, CERT):** National Board Certification has become a well-known and prestigious path for professional development and growth. This session will address the certification requirements for the National Board for Professional Teaching Standards (NBPTS), dispel common myths about the process, share the latest about state incentives, and give helpful tips and resource suggestions.

**Para and Teacher Partnership (3 CH, ALL):** Participants in this course learn tools and resources to better support students and increase student achievement. Topics include: Characteristics of new paraeducator and

teacher teams; guiding principles for paraeducators; paraprofessional responsibilities; planning and working together: strategies for clear communication between teacher and paraeducator.

**Section 504 (6 CH, ALL):** This course answers educators' questions about Section 504 of the Rehabilitation Act of 1973 as it applies to the public school's duty to provide a free and appropriate public education (FAPE) to students with disabilities. The key elements of Section 504 are explored including its definition, what is required in terms of FAPE, and how it should be implemented. Participants will: Review the Federal statute of Section 504 of the Rehabilitation Act of 1973; understand the role Section 504 has in ensuring FAPE; discuss what constitutes discrimination under 504 regulations; understand the process for determining/developing a 504 plan for eligible students; understand the roles and responsibilities of providing student accommodations. Audience: anyone interested/involved in developing 504 Accommodation Plans for eligible students.

**State Standards Instruction and Special Education (6 CH, CERT, TPEP):** Examine the intersection of special education, Washington State Standards and district curriculum for practical use in designing individual student learning goals. Unpack the standards/develop learning progressions to create IEP goals where appropriate. Participants will: Develop confidence in their ability to develop IEPs that meet student needs, and where appropriate, align with standards; gain awareness of WA State Standards and the connection to academic programs designed for individual special education students; identify evidenced-based supports necessary to enable each student to move toward meeting the standards; and gather resources to collaborate with colleagues to support students with disabilities placed in the general education classroom.

**Supporting Students' Social and Emotional Learning, "Why are you doing that?" (3 CH, ALL):** The thinking strategies and tools shared in this session will help school staff working with students who are struggling with social or emotional challenges. If you work with students whose reactions don't seem to match the size of the problem, whose thinking is rigid and inflexible, or who engage in negative self-talk, this is the session for you! The presentation focuses on neuroscience and strategies to help educators understand possible reasons for student behavior and how we might respond differently in teaching these students, using specific supports. Participants will leave with several tools to support students' social and emotional learning.

**Team Pre-Crisis De-Escalation (6 CH, ALL, TPEP):** Learn to recognize signs of a potential behavioral crisis and remediate before the event. Participants will explore how their own behavior can contribute to the escalation cycle, and discover and practice de-escalation techniques that recognize the importance of maintaining student dignity during behavior crises. At the end of this course, participants will be able to: Determine individual student behavior triggers; understand and describe the escalation cycle; and recognize the signs of a potential behavioral crisis and remediate before the event.

**Understanding & Starting a Professional Growth Plan (3 CH, CERT, TPEP):** What is a Professional Growth Plan or PGP? Who needs to complete one? How can PGPs be used for certificate renewal and salary advancement? In this session, participants will learn about the new and popular PGP option including time to draft your PGP at the workshop. The course is useful for participants choosing to complete PGPs for certificate renewal and/or clock hour salary advancement. Learn how PGPs fit with the new STEM and TPEP professional development requirements for certificate renewal, and the role of PGPs in the Washington state certification landscape.

**Universal Design for Learning (UDL) Part 1 (6 CH, CERT, TPEP):** Learn how to reach and teach all students by setting appropriate student learning goals, choosing and developing effective instructional strategies and materials, and developing accurate and equitable ways to assess student progress. Laptop computers and headphones/earbuds are required when attending this course. Participants will: Understand the research in support of integrating UDL into their practices; recognize the elements and principles of UDL; understand how Universally Designed Instruction practices transition into student learning; and examine UDL resources on their personal laptop computers.

**WEA Educator Certification 101 Training (3 CH, CERT):** The 2017 legislative session made dramatic changes to educator certification requirements. In this session, we'll share the most current certification information for teachers, Education Staff Associates (counselors, psychologists), and Career/Technical Education (CTE) teachers. We'll explore options for second tier certification, including National Board Certification, and will also provide basics about certificate renewal – including the new Professional Growth Plan (PGP) option, and the STEM and TPEP certificate renewal requirements.