

## South Sound Saturday School: March 16, 2019 - Session Descriptions

**Course Description Notes:** (CH) Identifies the # of clock hours, (ALL/CERT/ESP) Identifies the recommended audience, (TPEP) or (STEM) Courses meet the professional and continuing certificate renewal requirements.

**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.

**Behavior Interventions (6 CH, ALL, TPEP):** This interactive course provides participants with understanding of the function behind student behavior with the opportunity to write appropriate individual behavior IEP goals, learn how to conduct a Functional Behavioral Assessment (FBA) and design a Behavior Intervention Plan (BIP) based on FBA results. Participants will understand the difference between discipline and changing behavior, complete a FBA interview, develop a positive BIP and evaluate effectiveness by collecting student data. Bringing a laptop may be useful but is not required.

**Communication & Collaboration Strategies for Educators (3 CH, ALL):** In this time of education reform and limited funding, educators 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.

**CRS 1: Culturally Responsive Classroom Communities (3 CH, ALL, TPEP):** This training helps 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 differences"; use the cultural competency framework of awareness, understanding, skills and advocacy to increase effectiveness with students from diverse populations; and apply research on resiliency as a primary factor in closing the opportunity/achievement gap to build relational strategies that focus on asset-based instruction and develop student resiliency.

**CRS 3: Culturally Responsive Classroom Interactions (3 CH, CERT, TPEP):** Educators will explore culturally responsive classroom interaction practices to ensure students experience a positive, consistent, safe and equitable classroom. Learn to facilitate classroom interactions appropriately integrating students' culture and family backgrounds. **Objectives:** Apply core practices for developing culturally responsive classroom interactions; identify strategies for building relationships between students and families; develop ideas for communicating in culturally responsive ways; respond to student needs by facilitating student focus groups; investigate cultural assumptions, views, and beliefs to understand how one's own cultural histories and biases may affect work with students from diverse backgrounds; and use resources and materials to support culturally responsive classrooms.

**Data Collection Strategies for Progress Monitoring (6 CH, CERT, TPEP):** Improve data collection methods in the general education and special education settings. Includes demonstrations and practice periods for involving the attendees in differing data collection strategies. Translating data into useable information for progress monitoring (Addressing Admin; Teachers; ESAs; ESPs;). Bringing a laptop may be useful but is not required.

**Education Staff Associates Certification 101 (3 CH, CERT):** The Education Staff Associates (ESA) certification family includes school counselors, psychologists, social workers, speech/language pathologists, OT/PTs and nurses. Certification requirements have changed dramatically in recent years. We'll share current certification information for ESA's and also explore options for certificate renewal, including Professional Growth Plans

(PGPs). We'll cover key information about the National Board Certification process as it relates to some ESA roles and review the OSPI eCert platform for logging prof. dev. hours and processing certificate renewal.

**Effective Instruction (6 CH, ALL, TPEP):** Why do research based strategies work? What makes an instructional strategy effective? Participants will review brain research to answer these questions and align classroom instructional strategies with what science tells us about how the brain works. Participants will connect brain research concepts to instruction, determine effectiveness of instructional strategies based on how they affect areas of the brain, and target effective instructional strategies tailored to meet individual student strengths and learning challenges. Intended Audience: Practitioners and others serving students with/without disabilities. Bringing a laptop may be useful but is not required.

**ELL – 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.

**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.

**Evaluation – TPEP Review and Refresher (3 CH, CERT, TPEP):** Participants review the main components of the certificated TPEP 4-tiered evaluation process and learn about the changes to the system per new WACs, combining evidence and artifacts collection with strategies for writing and implementing effective student growth goals and explore formative assessments that enhance effective teaching practices and student learning.

**Gamification and Game Based Learning (6 CH, CERT, STEM, TPEP):** This workshop introduces research supported Game Based and Gamification learning for use in classrooms across the content areas. Game Based Learning and Gamification leverages student interest in problem solving and uses project-based learning. Participants will learn how to use game-based learning and gamification and how to integrate into classrooms to increase student engagement. We will also demonstrate real world problem solving and community-based concerns.

**Implicit Bias (3 CH, ALL):** This research-based course explores issues of implicit bias based upon race, ethnicity and LGBTQ status through an analysis of “microaggressions” and “micro-insults.” **Course Objectives:** Explore issues of implicit bias and microaggressions; develop an understanding of how our beliefs, values, and experiences inform one’s implicit biases; learn how our implicit biases and behaviors impact others (students, colleagues, families, etc.); explore additional implicit bias resources for educators.

**Managing Vicarious Trauma in Our Schools (3 CH, ALL, TPEP):** Participants learn how to manage their reactions to working with students exposed to traumatic events. Topics include the basics of Adverse Childhood Experiences (ACE’s), brain biology, behavioral triggers, and self-care strategies so that educators can provide a safe and supportive learning environment for students dealing with trauma.

**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 explore resources to better support students and increase student achievement. Topics include understanding perceptions about our roles as a paraeducator

or as a teacher, defining paraeducator, exploring principles that should guide our work with paraeducators and their connections to Washington State's Core Competencies, and strategies for effective teamwork and clear communication between teacher and paraeducator.

**Reframing Relationships to Improve Student Self-Regulation (3 CH, ALL, TPEP):** Self-regulation is a critical component of learning. Children who can self-regulate are more likely to succeed at completing tasks, following instructions and displaying positive outcomes in school. Strong relationships between teachers, paraeducators and students are the foundation. But how do we grow strong, caring and supportive relationships with students who are dysregulated? Neuroscience is key! Practice neuro-centric strategies that build confidence and promote trust. Explore multiple co-regulation and self-regulation strategies that lead to strong relationships between students and their peers, and between students, teachers and paraeducators. The foundations of neuroscience in learning will be woven throughout as we explore innovative instructional strategies and why they work.

**Students with Autism in Your Classroom (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. Learn how these deficits translate into academic, social, motor, communication and adaptive difficulties in schools and communities. Explore various behavioral, developmental and structured teaching approaches as well as a variety of effective classroom strategies. Participants will understand the definition and characteristics of Autism, learn successful strategies and interventions for use when serving students with Autism, and obtain current and reliable resources focused on meeting the needs of students with Autism. Intended audience: Practitioners and others providing services to students with Autism. Bringing a laptop may be useful but is not required.

**Teacher Certification 101 (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, including 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.

**Team Pre-Crisis De-Escalation (6 CH, ALL, TPEP):** This training actively works with teams to understand how to utilize de-escalation techniques while working together to maintain student dignity during the crisis. Participants will actively work to better understand their own non-verbal and para-verbal behavior and how it relates to the escalation cycle. Bringing a laptop may be useful but is not required.

**Understanding & Starting a Professional Growth Plan (3 CH, CERT, TPEP):** What is a Professional Growth Plan (PGP) and who needs to complete one? How can PGPs be used for certificate renewal and salary advancement? Participants will learn about the popular PGP option, and how PGPs fit with the new STEM and TPEP professional development requirements for certificate renewal. Intended for participants interested in completing PGPs for certificate renewal and/or clock hour salary advancement. The workshop includes time to draft your PGP.

**Washington's New Student Discipline Rules (3 CH, ALL, TPEP):** Participants will have a chance to explore and understand the new student discipline rules adopted by OSPI in July 2018. Participants will review the rationale for the new rules, the requirements the rules place on classroom level educators, and problem solve and review resources to support best practice implementation in the classroom in order to enhance student learning.

**Why are you doing that? (3 CH, ALL):** Supporting Students' Social and Emotional Learning. Strategies and tools will be shared to help educators working with students who struggle 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! We'll focus on neuroscience and strategies to help educators understand possible reasons for student behavior and how to respond differently using specific supports. Participants will leave with tools to support students' social and emotional learning.