

Touching the Future

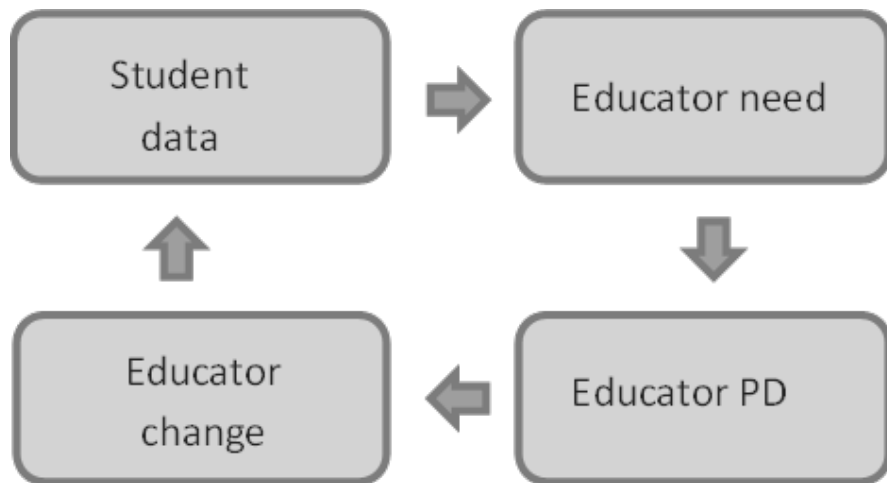


Through
Professional
Learning

Opportunities For the Spring
January—May 2019
Mesquite Independent School District

Our **vision** for Professional Learning is that every day, in every school, everyone is learning.

Our **mission** is to create a learning culture that supports innovation, experimentation, and collaboration; engages teachers in daily planning, critiquing and problem solving; and deepens teachers' content knowledge while expanding and strengthening their instructional practice. We believe continuous learning and improvement, of this kind, will result in improved instruction and students will be the benefactors. In this effort, we work to increase the capacity of leaders to establish and sustain highly effective professional learning.



Pay For Knowledge. The Pay for Knowledge program was developed in 1992 with two main purposes: 1.) an incentive for teachers/staff to participate in professional learning relevant to their jobs and 2.) a monetary acknowledgement for the time teachers/staff spend outside the contract day to further learn and to develop their skills. The classes offered fall into six general topics.

- Affective Needs
- Instruction
- Leadership
- Management and Organization
- Special Populations
- Technology

Offerings for each area are aligned to district curriculum, programming and initiatives. The Curriculum and Instruction department works closely with the Professional Learning department to provide professional learning that addresses teacher needs in regards to content and the curriculum. The majority of district professional learning centers on helping teachers understand their content to the depth needed and growing teacher instructional skills to include research based best practices.

Leadership Development Continuum

Teacher Leadership

MISD Staff Development

- Mesquite Leadership Academy
- Leadership Book Studies
- Teacher Instructional Leadership Training - TILT
- Love and Logic
- Behavior/Discipline Management Classes
- Instructional Technology classes
- Curriculum/Instructional Staff Development - MISD PFK classes
- I Want to Be an AP staff development
- Excellence in Teaching Incentive Program
- Tips, Tools, & Techniques for Staff Development

Assistant Principal

MISD Staff Development

- New AP Staff Development
- T-TESS/T-PESS
- Advancing Instructional Leadership AEL (Region 10)
- Leadership Book Studies
- Non-Violent Crisis Intervention
- Tips, Tools and Techniques for Staff Development
- Data Analysis Training
- Aspiring Assistant Principal Academy Region 10
- Language Acquisition for English Language Learners
- Elevate
- ASCD, TEPSA, TASSP
- Monthly AP ILT meetings
- Coaching Training
- Tips, Tools, & Techniques for Staff Development

Principal

MISD Staff Development

- New Principal Staff Development
- Documentation
- ILT monthly meetings
- District Initiatives
- Region 10 Administrative Leadership Training
- Aspiring Principal Academy through Region 10
- MISD Aspiring Principal Academy
- Elevate
- Leadership book studies
- Coaching Training
- Tips, Tools, & Techniques for Staff Development

Leadership Development Continuum

Teacher Leadership

Job Embedded Staff Development

- Campus Improvement Plan & Staff Development planning
- Mentoring New Teachers
- Supervising New Teachers
- Sponsoring a club/activity/event on campus or district level
- Attend/Support Student Extracurricular Activities
- Serving on District-wide committees

Assistant Principal

Job Embedded Staff Development

- Campus Improvement Plan & Staff Development planning
- Skyward System – attendance; discipline coding
- Developing and Facilitating Staff Development
- Principal Observation on Other Campuses
- Campus Study Groups/Action Research
- New AP Coaching

Principal

Job Embedded Staff Development

- Campus Improvement Plan & Staff Development planning
- Collaboration with assigned mentor and other principals
- Developing and Facilitating Staff Development
- Principal Observation on Other Campuses
- Campus Study Groups/Action Research
- New Principals Coaching
- Principal Book Studies

Leadership Development Continuum

Teacher Leadership

Independent Study

- Professional Reading
- Active Membership in Local/State Education Associations/

Professional Reading Suggestions for All Leaders

Topics

Conflict Resolution
Instruction
Leadership
Change
Educational Reform
School Culture
Students in Poverty
Brain Research
Innovation

Books

Fierce Conversations by Susan Scott
Engaging Teachers in Classroom Walkthroughs by Donald Kachur
Brain Rules by John Medina
A Whole New Mind by Daniel Pink

Assistant Principal

Independent Study

- Professional Reading (see suggested books below)
- Active Membership in Local/State Education Associations/
Organizations

Teach Like A Champion by Doug Lemov
A Framework for Understanding Poverty by Ruby Payne
Never Underestimate Your Teachers by Robyn Jackson
Under-Resourced Learners Ruby by Payne and Dan Shenk
High Impact Instruction by Jim Knight
Quality Questioning by Jackie Walsh and Beth Sattes
What Great Principals Do Differently by Todd Whitaker
Classroom Instruction That Works by Robert Marzano
What Works in Schools by Robert Marzano

Principal

Independent Study

- Professional Reading (see suggested books below)
- Active Membership in Local/State Education Associations/Organizations

The Highly Engaged Classroom by Robert Marzano
Rigor Is Not a Four Letter Word by Barbara Blackburn
Teach Like Your Hair's on Fire by Rafe Esquith
Teacher Leadership That Strengthens Professional Practice by Charlotte Danielson
The Five Temptations of a CEO by Patrick Lencioni
Becoming a Learning School by Joellen Killion and Patricia Roy
Learning in the Fast Lane by Suzy Pepper Rollins
Blink: The Power of Thinking Without Thinking by Malcolm Gladwell

Mesquite ISD Professional Learning Options
for the 30 Hours of Required Gifted Training

Teachers serving gifted students are required to have 30 gifted hours in the specific strands.

Teachers needing to complete the 30 hours of gifted training should register for the following:*

A. Identification/Assessment Strand- 6 hours required

Gifted Texas Style-(6 hrs.)

B. Differentiated Curriculum/Instruction Strand-18 hours required

Start Small: Just Don't Stand Still-(18 hrs.)

Critical Thinking and Questioning for the Mind of the Gifted-(6 hrs.)

Leading and Managing a Differentiated Classroom-(6 hrs.)

Creating a Culture of Thinking-(6 hrs.)

Tiered Lessons-(6 hrs.)

The Curious Classroom-(6 hrs.)

****Middle school and high school teachers may take AP/Pre-AP Summer Institutes or content-specific Region 10 offerings for their DC strand.***

C. Nature and Needs Strand-6 hours required

Affective Needs-(6 hrs.)

Twice Exceptional-(6 hrs.)

When Gifted Kids Don't Have All the Answers Book Study-(6 hrs.)

PLEASE NOTIFY THE ADVANCED ACADEMICS OFFICE WHEN YOUR 30 HOURS ARE COMPLETE.

Yearly GT Update-6 hours required

After teachers have obtained the 30-hour certificate, they are required to have a 6-hour update yearly if they are serving gifted students. Please check the Professional Learning Catalog for classes designated as follows: **Note: Counts as Gifted Update Training.**

There are numerous acceptable 6-hour update options through Region 10, approved campus book studies, etc.

Electronic Registrar Online via the Internet

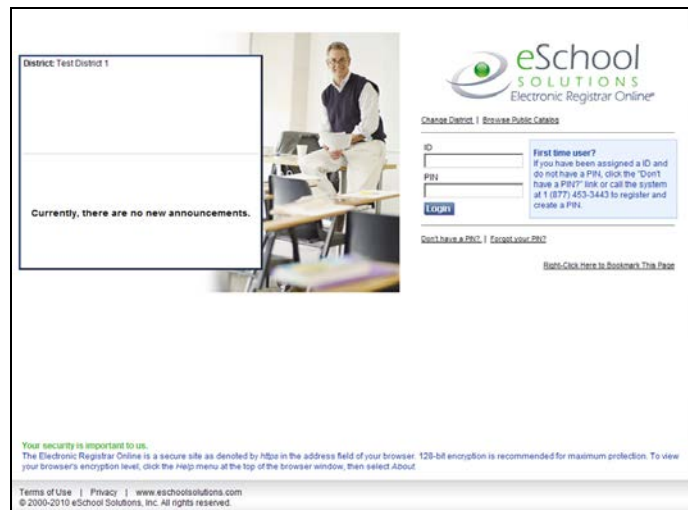
Registration Dates: December 20, 2018 – January 14, 2019

Requirements:

1. An Internet Service Provider (i.e.: Internet access)
2. Mesquite Independent School District ID = **52564**
3. Your User ID = **Your Employee ID Number**
4. Your PIN (Personal Identification Number) = **The last four digits of your social security number.**

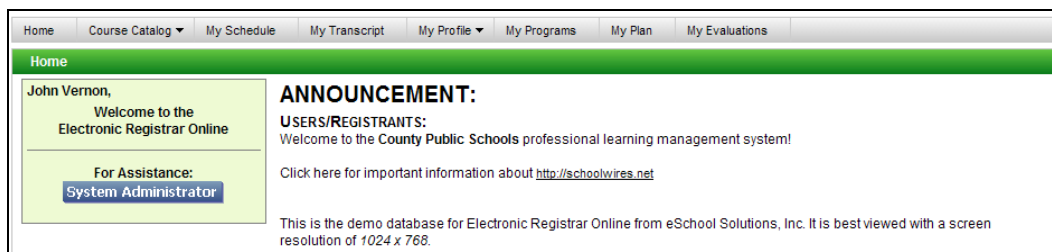
Getting to the Electronic Registrar Online

1. In the address field at the top of your Internet browser screen type:
<https://ero1.eschoolsolutions.com/user/Login.taf?function=logout&orgId=52564>
2. The following screen will appear:



3. To log into the system, enter your ID (employee ID number) and PIN (the last four digits of your social security number) and click *Login*.

The system options that the user can access are displayed on the menu bar.



The system options include the following:

Course Catalog	Displays available courses for registration, provides access to the schedule calendar and provides the option to request out of district transfer credits.
My Schedule	Displays current registrations.
My Transcript	Displays sessions that the registrant attended.
My Profile	Displays current profile information and allows users to modify PINs.
My Programs	Displays Programs that the user is registered for and provides information on certifications/endorsements and issued/expiration dates.
My Plan	Displays the user's Professional Growth Plans (PGPs).
My Evaluations	Displays evaluation forms for sessions and/or programs that the user has attended. Note: <i>The "My Evaluations" option is visible only if your organization accepts online evaluation responses for some sessions.</i>

Course Catalog (Registration)

The *Course Catalog* option is used for registration. Only courses with sessions that are open to your registrant type for registration on the date you are logged in will be visible in the online course catalog. Search results will not display for a session if the *Registration End Time* has passed, and registrations will not be allowed.

Also, only session reference numbers (SRN) for sessions that are open for registration can be entered as valid numbers when registering over the telephone (IVR).

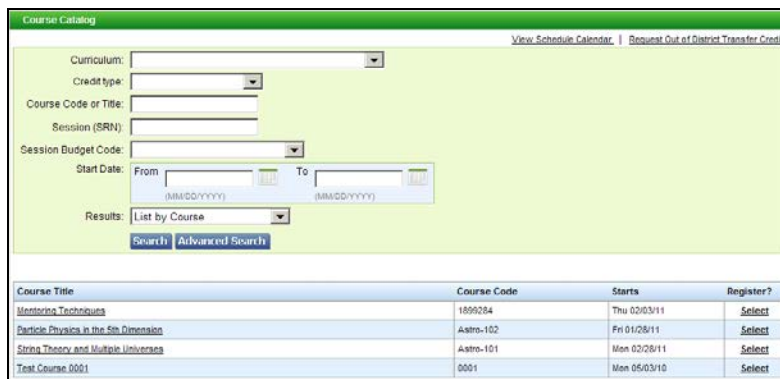
The screenshot shows the 'Course Catalog' search interface. At the top, there are links for 'View Schedule Calendar' and 'Request Out of District Transfer Credit'. The main form contains the following fields and controls:

- Curriculum:** A dropdown menu.
- Credit type:** A dropdown menu.
- Course Code or Title:** A text input field.
- Session (SRN):** A text input field.
- Session Budget Code:** A dropdown menu.
- Start Date:** A range selector with 'From' and 'To' date pickers, both showing '(MM/DD/YYYY)' format.
- Results:** A dropdown menu currently set to 'List by Course'.
- Buttons:** 'Search' and 'Advanced Search' buttons at the bottom.

You can search by the following criteria and choose the search results format (List by Course, Curriculum Category or Date).

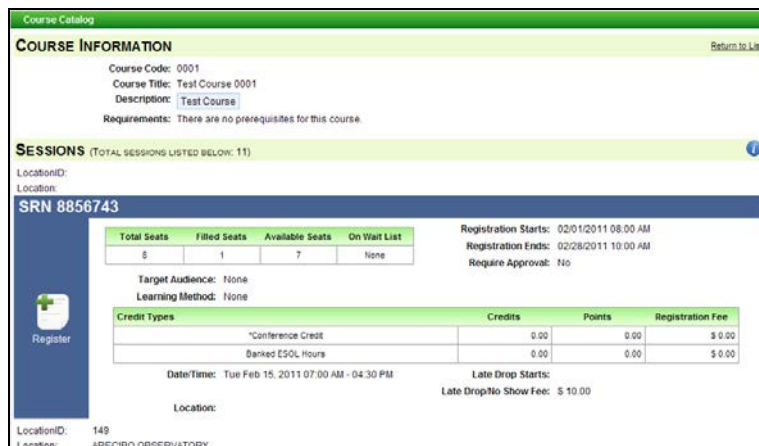
- Curriculum category
- Credit Type
- Course title or course code
- SRN (Session Reference Number)
 - When a specific SRN is entered as the search criteria, the system will only display course information for that specific session. No other sessions for the Course are displayed. To register for the Session, select the Register button. To search on a different SRN, click the Back to Search link to return to the Search screen.
- Start date or date range

The *Advanced Search* link, located to the right of the Search button offers additional search options including an option to show only Sessions with seats available. Search results can be listed by Course, Curriculum Category, or Date.



In the search results, select the desired course by clicking on either the course title or Select link.

The course description and all sessions open for registration will appear. Also, prerequisite courses list on this screen. If no session budget codes have been defined by the district, this field will be blank.



The Credit Types and the corresponding Credits and Hours are listed together. The available Credit Types are viewable prior to registering for a Session.

For canceled sessions, the icon labeled "Course Cancelled" is shown below the SRN. The session will continue to display until the close of the registration period. Registrants will not be able to enroll in cancelled sessions.

For sessions that require prerequisites, the icon labeled "Prerequisites Required" is shown below the SRN.

For sessions that the user is already enrolled in, the icon labeled "Already Registered" is shown below the SRN.

For sessions that the user is on a Wait List for, the icon labeled, "On Wait List" is shown below the SRN.

For sessions that the user is already enrolled in, the icon labeled "Already Registered" is shown below the SRN.

For sessions that the user is on a Wait List for, the icon labeled, "On Wait List" is shown below the SRN.

For sessions that have restrictions, the icon labeled "Session Restrictions" is shown below the SRN. Two types of restrictions are possible: Location (registrants from a certain location only) and Classification (registrants who teach a certain subject or grade). When there are session restrictions that are not met by the user, information is provided that describes the restriction and describes why the restriction exists for the session.

A "Date Limit" icon is shown below the SRN for sessions that the user is already enrolled in or attended another session of the selected course within the number of days entered as that course's limit. The user will not be permitted to register for that session.

For sessions for which the registration must be requested and self-enrollment is not permitted, the icon labeled "Request Enrollment" is shown below the SRN. Clicking on the message places the users name on the list of requests for this session.

For sessions that are open for registration, an icon labeled "Register" is shown below the SRN. **Note:** *Registration over the phone does not have a course catalog. Instead, use the SRN. When you press "1" to register for a course, you are prompted to enter the SRN.*

The district may require that additional information be entered to complete the registration.

If a seat is available, you will receive a message on the screen that you are "Enrolled." Also, if your district is using email notifications and you have a valid email address on your profile, then you will receive an email notification of your successful enrollment as well.

Note: *Registration over the telephone also produces an email notification.*

If the session you are attempting to register for is full, you will have the option to add your name to the waitlist for that session. If your district is using email notifications and you have a valid email address on your profile, an email notification is sent to indicate that you have been added to a waitlist for this session.

Note: *Choosing to be added to the waitlist reserves the date(s) and times of that session on your schedule and prevent enrolling in other sessions at that time.*

When a seat becomes available the first eligible person on the waitlist is enrolled and notified via email of that change in registration status. As a registrant, you should be aware to look for that email notification and to check your schedule online or via the telephone for changes in your registration status. (Cancelled sessions are also notified in this way – email, online schedule, and telephone schedule.) If you are enrolled in a session from the waitlist, it is your responsibility to drop that enrollment if you do not want to attend. Otherwise, you may prevent a registrant who wants to attend from doing so.

If there is a schedule conflict with a session that you are enrolled in or on the waitlist for, you will be notified of the conflict and given the opportunity to drop your current enrollment or waitlist status in order to attempt to enroll in the selected session. (A seat may or may not be available for that session.)

Registration for Self-Paced Sessions

When a self-paced session is accessed from the **Course Catalog** tab, the course details will display the "*Self-Paced*" and "*Complete by*" fields instead of Occurrence date/time information.

The system displays *Self-Paced* in the Date/Time field **and** displays the *Complete by* date to the right of the Date/Time field.

The screenshot displays the 'Course Catalog' interface. It is divided into several sections:

- COURSE INFORMATION:** Course Code: 0001, Name: Test Course 0001, Description: Text Course, Requirements: There are no prerequisites for this course.
- COURSE SESSIONS:** Includes instructions: 'To register for a session, click the icon labeled "Register".' and 'To request enrollment for a session, click the icon labeled "Request Enrollment".'
- SRN 1116789:** A sidebar on the left contains a 'Request Enrollment' button. The main area shows:
 - Status: Active
 - # Seats Available: 15
 - # On Waitlist: None
 - Delivery Method: None
 - Stipend: None
 - Target Audience: None
 - Presenters: JANICE ADAMS
 - Location:
 - Self-Paced: Complete by Mon Aug 30, 2010
 - Registration Starts: 08/02/2010 08:00 AM
 - Registration Ends: 08/30/2010 10:00 AM
 - Session Budget Code:
- Credit Types Table:**

Credit Types	Credits	Hours	Reg. Fee
Community Education	8.00	14.00	\$ 0.00

Upon successful registration, the Registration confirmation page will display the Self-Paced sessions and *Complete by* date information instead of Occurrence date/time information.

To Exit from the Electronic Registrar Online:

1. **Click on EXIT or Close your Internet Browser completely.** Otherwise, someone may be able to access your information using the browser's back arrow.
2. You do not have to disconnect from your Internet access.

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Technology

Let Google Drive You There

Course Registration Number: 19117801

Date (s): January 22 and 29, 2019

Class Time: 4:30 PM to 6:00 PM

Target Audience: Teachers, Counselors and Administrators

Presenter (s): Tammy Rushing

Prerequisite: None

PGH: 3 **PFK:** 3

Course: 1178

Site: PDC

Room: Technology Lab
Minimum 15 Maximum 30

Interested in Google Drive but not sure where to begin? This course will take you through all the features of Drive: Docs, Sheets, Forms and more. Learn ways to improve work flow and enhance student learning and collaboration using the power of Google.

Note: Participants will be contacted a few days before class begins with course access and login information.

Discover Google Classroom

Course Registration Number: 19121301

Date (s): February 13, 20 and 27, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers, K-12

Presenter (s): Tammy Rushing

Prerequisite: Basic keyboarding & internet usage skills

PGH: 6 **PFK:** 6

Course: 1213

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 30

Discover how implementing Google Classroom into your own classroom can allow your students opportunities to think creatively and critically. Your experience with Google Drive blends with Classroom to make assigning, grading, and returning assignments online a seamless process.

Tech Plan Strand: Contextual Learning, Collaboration

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Advanced Google for the Classroom

Course Registration Number: 19124701

Date (s): February 5 and 21, 2019

Class Time: 4:45 PM to 6:15 PM

Target Audience: Secondary Teachers, Administrators, Librarians

Presenter (s): Patricia Oliver-Contreras and Leah Felty

Prerequisite: Working knowledge of Google Apps for Education and the Chrome web browser

PGH: 3 **PFK:** 3

Course: 1247

Site: PDC

Room: Technology Lab
Minimum 15 Maximum 30

This course was designed for those who have a working knowledge of google apps for education and the Chrome web browser. Come and learn how Chrome apps and extensions can extend and increase teacher productivity and student collaboration. All the materials presented have already been tested in the classroom! This session will focus on using extensions and “app smashing” to foster student collaboration and increase student engagement.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

Advanced Google for the Classroom

Course Registration Number: 19124702

Date (s): April 8 and 24, 2019

Class Time: 4:45 PM to 6:15 PM

Target Audience: Secondary Teachers, Administrators, Librarians

Presenter (s): Patricia Oliver-Contreras and Leah Felty

Prerequisite: Working knowledge of Google Apps for Education and the Chrome web browser

PGH: 3 **PFK:** 3

Course: 1247

Site: PDC

Room: Technology Lab
Minimum 15 Maximum 30

This course was designed for those who have a working knowledge of google apps for education and the Chrome web browser. Come and learn how Chrome apps and extensions can extend and increase teacher productivity and student collaboration. All the materials presented have already been tested in the classroom! This session will focus on using extensions and “app smashing” to foster student collaboration and increase student engagement.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Google Certified Educator Level 1 Bootcamp

Course Registration Number: 19125101

Date (s): February 19, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers and Administrators , K-12

Presenter (s): Emma McDonald and Tai Preuninger

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1251

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 30

If you're an educator who knows how to use Google tools in the classroom, this certification proves your proficiency. The Level 1 status indicates that an educator is able to successfully implement G Suite for Education into their teaching practice in order to enhance teaching and learning. This bootcamp is designed to provide the skills you will need to pass the Google Certified Educator Level 1 Exam. ***Bootcamp is a preparation course only- the Google Certified Educator Level 1 Exam should be taken through Google on your own after course completion.**

Participants will complete the first 3 hours in a lab setting and will complete the last 3 hours online Tech Plan Strands: Communication, Collaboration

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Google Certified Educator Level 1 Bootcamp

Course Registration Number: 19125102

Date (s): April 30, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers and Administrators , K-12

Presenter (s): Emma McDonald and Tai Preuninger

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1251

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 30

If you're an educator who knows how to use Google tools in the classroom, this certification proves your proficiency. The Level 1 status indicates that an educator is able to successfully implement G Suite for Education into their teaching practice in order to enhance teaching and learning. This bootcamp is designed to provide the skills you will need to pass the Google Certified Educator Level 1 Exam. ***Bootcamp is a preparation course only- the Google Certified Educator Level 1 Exam should be taken through Google on your own after course completion.**

Participants will complete the first 3 hours in a lab setting and will complete the last 3 hours online Tech Plan Strands: Communication, Collaboration

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

Hacking Mathematics

Course Registration Number: 19128101

Date (s): January 28, February 4 and 11, 2019

Class Time: 5:00 PM to 7:00 PM

Target Audience: Teachers and Administrations-K-12, Tech Facilitators and Math Instructional Coaches

Presenter (s): Patricia Lane and Chelsea Tucker

Prerequisite: Need a Twitter Account

PGH: 6 **PFK:** 6

Course: 1281

Site: PDC

Room: Room 208

Minimum 15 Maximum 30

Join math teachers from across the district as we engage in two interactive and collaborative sessions that delve into the strategies offered by Denis Sheeran in his book, [Hacking Mathematics: 10 Problems that Need Solving](#). This 142-page micro book offers not only innovative strategies to make math relevant, but also how to overcome pushback from naysayers when trying innovative strategies. **Participants should bring a mobile device and will need to bring their own copy of Hacking Mathematics by Denis Sheeran.**

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Ready, Set, Action! Differentiation through Formative Assessment

Course Registration Number: 19133801

Date (s): February 12 and 26, 2019 (Face-to-Face and Online)

Class Time: 4:45 PM to 6:45 PM

Target Audience: Teachers and Administrators, K-12

Presenter (s): Kristi Petty and Emilee Simmons

Prerequisite: A working knowledge of formative assessment; must have a Twitter account

PGH: 6 **PFK:** 6

Course: 1338

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 40

Do you respond to feedback from formative assessment and adjust instruction accordingly? Do you provide differentiation based on the feedback from formative assessment? Learn how you can differentiate instruction by lesson simulations. Leave the session with a plan in place to implement in your classroom. *You will be required to participate in an online activity prior to class at your own pace.

Tech Plan Strands: Formative Assessment, Differentiation

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

I Didn't Know We Had That

Course Registration Number: 19139401

NEW

Date (s): February 26, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers and Librarians

Presenter (s): Emma McDonald

Prerequisite: None

PGH: 3 **PFK:** 3

Course: 1394

Site: PDC

Room: Technology Lab

Minimum 15 Maximum 30

Tired of wasting time searching for the best resources for your lessons? Frustrated when students use Wikipedia or unknown websites for their projects and research? We have just the thing for you! Mesquite ISD subscribes to a multitude of premium digital resources and makes them available to teachers, students and their families for FREE. These high quality resources cannot be located with a Google search and offer differentiation tools such as choice of language or reading level and text-to-speech. You'll be amazed at what there is to offer!

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

Creating Instant Relevance

NEW

Course Registration Number: 19139501

Date (s): January 31 and February 21, 2019 (Face-to-Face and Online)

Class Time: 4:45 PM to 6:45 PM

Target Audience: Teachers, K-12

Presenter (s): Michala Price and Brenda Allen

Prerequisite: Participants must bring their own copy Denis Sheeran's Instant Relevance

PGH: 6 **PFK:** 6

Course: 1395

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

In his book, Instant Relevance, Denis Sheeran argues that students no longer need us for information, they need us to help them make sense of it. Discover why sharing personal experiences can make lasting content connections for your students, how asking questions can lead to relevant and impactful learning experiences, where detours from routine can take your class to powerful learning opportunities, and how to find unique learning opportunities in everyday circumstances. You will leave with a toolbox of strategies to bring relevance to your class and give your students voice in their learning. ***Two hours will be online and includes an online submission.***

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Data to Differentiation

NEW

Course Registration Number: 19139601

Date (s): January 29, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, K-12

Presenter (s): Denise Dalrymple and Adrienne Stroud

Prerequisite: Must bring formative assessment data to the class

PGH: 3 **PFK:** 3

Course: 1396

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

Are you feeling pretty comfortable with formative assessment strategies but are struggling to figure out what to do with all that data? Differentiation can be done in multiple ways. Bring examples of your data (as part of your application piece) and we will discuss and create multiple ways to differentiate your lessons based on the data that you bring. You will be able to take these lessons back to your classroom the next day!

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Make & Take Google Sites

NEW

Course Registration Number: 19139701

Date (s): March 21 and April 4, 2019

Class Time: 4:45 PM to 6:45 PM

Target Audience: Teachers, Administrators and Counselors

Presenter (s): Denise Dalrymple and Doug Goossen

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1397

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

Explore the many ways you can use Google sites to create classroom websites, develop interactive and engaging lessons, and support student voice and collaboration. Leave with a website uniquely created for your classroom and students' needs.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

3-2-1 Action: Making Videos Work for Your Classroom

NEW

Course Registration Number: 19139801

Date (s): March 21 and 28, 2019
Class Time: 5:00 PM to 6:30 PM
Target Audience: Secondary Teachers
Presenter (s): Patricia Lane
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 1398
Site: PDC
Room: Technology Lab
Minimum 15 Maximum 30

Come learn how to make video lessons, that can make your teaching more effective, save you time in the long run, help your kids with additional instructions. Then use those skills to help your students create their own videos that they can share with peers and you to spread content understanding.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Students Get It, Now What?

NEW

Course Registration Number: 19139901

Date (s): January 24 and 31, 2019
Class Time: 4:30 PM to 6:00 PM
Target Audience: Teachers and Administrators
Presenter (s): LeAnn Hooper and Selena Knight
Prerequisite: Bring a device

PGH: 3 **PFK:** 3
Course: 1399
Site: TEC Center
Room: Innovation
Minimum 15 Maximum 30

“What will we do if they already know it?” How can we get our students thinking deeper once they understand the content? Let’s brainstorm ideas and start building creative lessons for our students to apply learning, build relevance, and build skills that are needed to be lifelong learners. Join us for a hands-on class where you will leave with resources and plans to immediately implement in your class. Participants must bring a mobile device.

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Coding Your Way Through Curriculum

NEW

Course Registration Number: 19140001

Date (s): March 26, 2019 (Face-to-Face and Online)
Class Time: 4:45 PM to 6:45 PM
Target Audience: Teachers and Librarians, K-8
Presenter (s): Meg Curts and Kristi Petty
Prerequisite: None

PGH: 4 **PFK:** 4
Course: 1400
Site: TEC Center
Room: Innovation
Minimum 15 Maximum 35

Create a dynamic learning environment with coding that supports content TEKS. In this session, you will discover how coding and curriculum can complement each other. You will explore the functions of coding and walk away with lesson ideas to implement in your class that foster critical thinking and curiosity among students. The class is blended: one hour online before class, two hours in class on March 26th, and one hour after class online.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

From Consumer to Producer: Moving our Students Towards Creations

NEW

Course Registration Number: 19140101

Date (s): March 19, 26 and April 2, 2019 (Face-to-Face and online)

Class Time: 4:45 PM to 6:45 PM

Target Audience: Teachers, K-12

Presenter (s): Michala Price and Katie Warnick

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1401

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

Students have opportunities to consume through technology everyday, but the power lies in their ability to create. Join others in learning how to empower students, and give them a voice in their own learning. Through these impactful sessions, you will discover tools and strategies you can implement in your classroom to give students a voice and create ownership of their learning. This course is a mix of face-to-face and online learning.

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Google Certified Educator Level 2 Bootcamp - Revised

NEW

Course Registration Number: 19140201

Date (s): May 7, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, Grades K-12

Presenter (s): Emma McDonald and Tai Preuninger

Prerequisite: Participants MUST be a Level 1 Google Certified Educator to enroll in this course

PGH: 3 **PFK:** 3

Course: 1402

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

So you're a Level 1 Educator, now what? If you're an educator who is a super user of Google tools, this certification proves your expertise in the application of those skills in the classroom. Show that you are ready to take your teaching to the next level with the Level 2 status. This workshop is designed to practice and provide the skills you will need in order to pass the Google Certified Educator Level 2 Exam

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Special Populations

Gifted Texas Style

Course Registration Number: 19211701

Date(s): March 20 and 27, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Grades K-12, and Administrators
Presenter(s): Russ Weeks and Debbie Johnson
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2117
Site: Administration
Room: Upstairs Training Room
Minimum 15 Maximum 30

This workshop is designed to give an overview of gifted education in Texas. Participants will become familiar with the characteristics of gifted children, the state requirements for gifted programs, and the Mesquite Gifted Program. Participants will engage in activities designed to enhance the curriculum for gifted students.

Note location - Administration Building - 3819 Towne Crossing Blvd., Mesquite, TX 75150

Note: Counts as Gifted Training: Strands IA. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Daring to Lead: Fostering Leadership and Growth in Ourselves and Our Students

Course Registration Number: 19217301

Date(s): February 6 and 13, 2019
Class Time: 4:30 PM - 7:45 PM
Target Audience: Teachers, Counselors and Administrators
Presenter(s): Russ Weeks and Amianne Bailey
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2173
Site: PDC
Room: Room 211
Minimum 15 Maximum 40

We will use Brene Brown's research on vulnerable leadership and Carol S. Dweck's research on growth mindset to meet our students' social and emotional needs as well as our own as teacher leaders. Participants will learn ways to promote a culture of leadership and a reasonable risk-taking environment in your classroom and on your campus, as well as a culture of growth mindset for yourself, your colleagues, and most importantly, your our students.

February 13 class will meet in Room 133 (A&M side)

Note: Counts as Gifted Training: Strands NN or Gifted Update. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Building a Bridge Between MTA and the Classroom

Course Registration Number: 19217601

Date(s): January 29, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Elementary Teachers
Presenter(s): Cindy Sloan
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 2176
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 40

This course will provide information on how the brain processes the printed word, emphasizing the specific areas of the brain involved in the reading process. The presenter will explain the difficulties the dyslexic child may have in making the connections needed in order to develop fluent reading skills. An overview of the MTA program and a demonstration of how the MTA program addresses the needs of the dyslexic child will be provided. Participants will learn strategies for supporting their dyslexic students as they move through the MTA program.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Special Populations

Relias Learning Autism Modules Part 1

Course Registration Number: 19217901

Date(s): February 27, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Only TLC Teachers
Presenter(s): Tiffany Solis
Prerequisite: None

PGH: 8 **PFK:** 8
Course: 2179
Site: Student Support Center
Room: B-104
Minimum 15 Maximum 30

Teacher will complete online modules: Principles of Behavior Part 1: Reinforcement, Principles of Behavior Part 2: Behavior Reduction, Functions of Behavior: FBA. The teacher will participate in a face-to-face session to reinforce and practice skills learned from the modules. The teacher will apply knowledge in their classrooms by developing a reinforcement schedule for the students and developing data sheets for a FBA.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Relias Learning Autism Modules Part 2

Course Registration Number: 19218001

Date(s): May 8, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Only TLC Teachers
Presenter(s): Tiffany Solis
Prerequisite: None

PGH: 7 **PFK:** 7
Course: 2180
Site: Student Support Center
Room: B-104
Minimum 15 Maximum 30

Teachers will complete online modules: Antecedent Interventions, Consequence Interventions; teachers will participate in a face-to-face session to reinforce and practice skills learned from the modules; and teachers will apply knowledge in their classrooms by developing a plan for managing behavior by changing the antecedent and consequence response to behavior.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Phonological Awareness and Letter Knowledge: Foundation Skills of Reading

Course Registration Number: 19218301

Date(s): February 12, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Kindergarten Teachers and MTA Instructors
Presenter(s): Cindy Sloan
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 2183
Site: Student Support Center
Room: B-104
Minimum 15 Maximum 40

This course will provide an overview of how the brain processes print, emphasizing phonological awareness and letter identification as vital contributors to the reading process. The presenter will explain why at risk students need direct, explicit instruction in these foundation skills. Participants will learn and practice strategies and activities that teachers may use to strengthen phonological awareness and letter knowledge in the classroom.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Special Populations

Creating Cultures of Thinking: Online Book Study

Course Registration Number: 19219601

Date(s): January 28 - March 8, 2019

Class Time: Online

Target Audience: Anyone getting initial 30 GT hours or 6-hour GT Update

Presenter(s): Debbie Johnson

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 2196

Site: Online

Room: Online

Minimum 15 Maximum 20

What is the story of learning we truly want to tell and make a reality for our students? What messages about learning are the students in the classroom receiving? This book study will address ways of leveraging the cultural forces through routines & structures, language, expectations, opportunities created, interactions & relationships, physical environment, modeling and time. This 6 week class is not self-paced. There will be weekly questions and interactions with other participants that must be completed by the Friday of each week.

Note: Counts as Gifted Training: Strands DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

“Tiggers” in the Classroom: ADHD

NEW

Course Registration Number: 19220301

Date(s): March 19 and 26, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Kelly Smith

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 2203

Site: PDC

Room: Room 208

Minimum 15 Maximum 30

This six hour course will explore what ADHD is and what it isn't. The course will also give resource information and ideas on how to help the student in the classroom. During the first three hours we will discuss the characteristics of ADHD and how this impacts learning, social skills and behavior. During the second three hours intervention strategies including informal and formal behavior plans, and interaction techniques and accommodations in the classroom will be discussed.

Come learn about your “tigger in the classroom”!

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

SHOW: Social/Emotional Higher Order Writing

NEW

Course Registration Number: 19220401

Date(s): January 23 and 30, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, Counselors, Administrators

Presenter(s): ABYDOS Writing Trainers

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 2204

Site: PDC

Room: Room 211

Minimum 20 Maximum 45

This workshop will facilitate differentiated writing processes and strategies across content areas with a focus on social and emotional needs of students. Participants in this workshop will actively write (model/teach) throughout the 6 hours. This workshop counts for the D/C or N/N strand of gifted training, and will also count for the 6-hour GT update for those who already have 30 hours.

January 30 class will meet in the Vision Room

Note: Counts as Gifted Training: Strands DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Special Populations

Planning & Using Effective Classroom Accommodations for Instructional Paras

NEW

Course Registration Number: 19220501

Date(s): February 13, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Paraprofessionals that provide support facilitation

Presenter(s): Sondra Warren and Jeff Perkins

Prerequisite: None

PGH: 3 **PFK:** 3

Course: 2205

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This session will provide strategies to help paraprofessionals to increase their effectiveness when working with students and promote positive relationships with others. Strategies will include monitoring student's understanding, getting and giving feedback during support facilitation, and how to reinforce key concepts.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Creating Calm From Chaos

Course Registration Number: 19222801

Date(s): February 7 and March 7, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, Grades Pre K-12 and Administrators

Presenter(s): Kelly Smith

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 2228

Site: PDC

Room: Room 208

Minimum 15 Maximum 30

Refresh yourself with the "basics" of behavior techniques while learning techniques for the students in your classroom that are not responding to traditional behavior intervention plans. Participants will learn how to collect and use baseline data, rely on established support systems, discover motivations behind behaviors, and discuss rapport building techniques. Participants will create and implement an individualized behavior intervention plan and will leave with practical strategies.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

When Gifted Kids Don't Have All the Answers - A Book Study

Course Registration Number: 19224401

Date(s): January 28 - March 8, 2019

Class Time: Online

Target Audience: Teachers, Grades K-12

Presenter(s): Debbie Johnson

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 2244

Site: Online

Room: Online

Minimum 15 Maximum 25

When people think of gifted kids, they usually focus on their intellectual needs. This book study will take a close-up look at gifted kids from the inside out - their social and emotional needs. Topics include self-image and self-esteem, perfectionism, depression, feelings of "differentness," and stress. The authors suggest ways to help gifted underachievers and those who are bored in school and suggest ways to encourage healthy relationships with friends, family and other adults.

Note: Counts as Gifted Training: Strand NN. Course will be completed online.

Special Populations

Questioning and Critical Thinking for the Mind of the Gifted

Course Registration Number: 19232301

Date(s): January 31 and February 7, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Grades K-6
Presenter(s): Sheena Flores and Michele Richards
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2323
Site: PDC
Room: Room 211
Minimum 15 Maximum 35

This workshop focuses on how to infuse higher-level questions into your daily curriculum. You will be provided strategies to help your gifted students to embrace critical thinking and generate their own questions that deepen their understanding of the curriculum content. We will also provide research on the effectiveness of brain breaks and how to incorporate/facilitate these learning tools into the daily agenda.

February 7 will meet in the Vision Room

Note: Counts as Gifted Training: Strand DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Twice Exceptional Gifted Students

Course Registration Number: 19234401

Date(s): March 25 - April 5, 2019
Class Time: Online
Target Audience: Teachers
Presenter(s): Christy Campos and Michele Richards
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2344
Site: Online
Room: Online
Minimum 20 Maximum 30

Twice exceptional students are gifted students who also have a disability. These students often struggle socially and emotionally with the unbalance of being highly able in one area and limited in another. In this staff development session, suggestions will be offered on identifying these students and on serving them as whole students.

Note: Counts as Gifted Training: Strand NN. Participants will be contacted a few days before class begins with course access and login information.

Leading and Managing a Differentiated Classroom

Course Registration Number: 19237801

Date(s): January 28 - March 8, 2019
Class Time: Online
Target Audience: Teachers and Administrators
Presenter(s): Debbie Johnson
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2378
Site: Online
Room: Online
Minimum 15 Maximum 20

Leading and Managing a Differentiated Classroom addresses student differences thoughtfully and proactively. It focuses on what it means for a teacher to effectively lead a differentiated classroom. Participants will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The book study focuses on the mechanics of managing a differentiated classroom and the need for flexible classroom management.

Note: Counts as Gifted Training: Strands DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction

Beyond Charlotte's Web: What's New in Children's Literature

Course Registration Number: 19354901

Date(s): January 31, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Grades K-5
Presenter(s): Amy Milstead and Buffie Massey
Prerequisite: None

PGH: 3 **PFK** 3
Course: 3549
Site: PDC
Room: Room 210
Minimum 15 Maximum 30

There are thousands of new books for children published each year. Find out the best new titles and learn easy strategies for using them with your elementary students.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Beyond The Outsiders: What's New in Young Adult Literature

Course Registration Number: 19355001

Date(s): January 23, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Secondary
Presenter(s): Amianne Bailey and Tiffany York
Prerequisite: None

PGH: 3 **PFK** 3
Course: 3550
Site: PDC
Room: Room 210
Minimum 15 Maximum 30

There are thousands of new books for young adults published each year. Find out the best new titles to read and recommend to your secondary students.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Leadership

STEM: Phase I - Communication

Course Registration Number: 19412301

Date(s): February 2, 2019
Class Time: 8:00 AM to 3:00 PM
Target Audience: Paraprofessionals
Presenter(s): Yvonne Smeltzer
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4123
Site: Admin Building
Room: Upstairs Training Room
Minimum 25 Maximum 40

This session will be an overview of communication including a survey of the communication process of verbal and nonverbal skills within the professional context.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

STEM: Phase II - Business & Social Etiquette

Course Registration Number: 19412401

NEW

Date(s): April 27, 2019
Class Time: 8:00 AM to 3:00 PM
Target Audience: Paraprofessionals
Presenter(s): Dianne Lemmons
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4124
Site: Admin Building
Room: Upstairs Training Room
Minimum 15 Maximum 40

Business and social changes throughout the years have resulted in an inconsistency in what was and what is acceptable etiquette today. Participants will learn etiquette skills that are relevant in the workplace and in their social life.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

STEM: Phase III - Leadership Training and Team Building

Course Registration Number: 19413901

Date(s): February 26, 2019
Class Time: 4:30 PM to 7:30 PM
Target Audience: Paraprofessional
Presenter(s): Diane Hogg
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4139
Site: Admin Building
Room: Upstairs Training Room
Minimum 25 Maximum 40

This session will include a discussion of leadership qualities, the relationship between personality types and leadership styles, and communication and goal setting as they relate to leadership.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

Leadership

STEM: Phase III - Professional Dress

Course Registration Number: 19416001

Date(s): March 26, 2019
Class Time: 4:30 PM to 7:30 PM
Target Audience: Paraprofessionals
Presenter(s): Diane Hogg
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4160
Site: PDC
Room: Upstairs Training Room
Minimum 25 Maximum 40

A three-hour session on dressing professionally. A total professional image is a key element in obtaining a position, retaining a position, and advancing to a higher level position. Participants will receive techniques to use in developing a professional wardrobe and tips on pulling together a total professional look.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

Affective Needs

Self-Injury: What is it?

Course Registration Number: 19510101

Date(s): April 18, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5101
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Participants will learn to recognize the basic signs and characteristics of self-injury. You will be able to teach and work with students that self-injure more effectively due to your increased awareness of what self-injury is and how it impacts the student's interactions with others and their ability to learn. This session will enhance your understanding of how to help a student that self-injures.

Note: Participants must attend all sessions to receive credit, and complete an outside application piece.

Depression: Facts & Myths

Course Registration Number: 19510201

Date(s): April 4, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5102
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Participants will explore depression through discussion and handouts. You will learn to recognize the basic signs to enhance your understanding of how to help students dealing with depression. Your heightened awareness and ability to offer support and resources will benefit students with characteristics of depression academically, socially and behaviorally.

Note: Participants must attend all sessions to receive credit, and complete an outside application piece.

Purely Positive

Course Registration Number: 19510301

Date(s): January 14, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Administrators and Paraprofessionals, K-6
Presenter(s): Kricia Ponder and Janette Cross
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5103
Site: PDC
Room: 133 (A&M Side)
Minimum 15 Maximum 30

Come find out how to remove the drama, frustration, and attention often associated with giving negative classroom consequences. The Purely Positive classroom management system is a plan that helps to build a positive classroom environment and assist in managing problematic behaviors. Participants will learn hands-on activities and techniques that have students and teachers feeling better about discipline which helps students be ready and eager to learn.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Affective Needs

Purely Positive

Course Registration Number: 19510302

Date(s): February 4, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Administrators and Paraprofessionals, K-6
Presenter(s): Kricia Ponder and Janette Cross
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5103
Site: PDC
Room: Room 211
Minimum 15 Maximum 30

Come find out how to remove the drama, frustration, and attention often associated with giving negative classroom consequences. The Purely Positive classroom management system is a plan that helps to build a positive classroom environment and assist in managing problematic behaviors. Participants will learn hands-on activities and techniques that have students and teachers feeling better about discipline which helps students be ready and eager to learn.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510701

Date(s): January 22, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): James Ramey and Nasha Thomas
Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3 **PFK:** 3
Course: 5107
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510702

Date(s): February 19, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Adrienne Payton and Missy Rhodes
Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3 **PFK:** 3
Course: 5107
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Affective Needs

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510703

Date(s): March 26, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Rick Benavidez and Elise Henesson

Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3 **PFK:** 3

Course: 5107

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510704

Date(s): April 23, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Jeff Perkins and Holly Watson

Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3 **PFK:** 3

Course: 5107

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510705

Date(s): May 7, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Kelly Smith and Kristi Havard

Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3 **PFK:** 3

Course: 5107

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Affective Needs

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510801

Date(s): January 24, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): James Ramey and Nasha Thomas
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510802

Date(s): February 21, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Adrienne Payton and Missy Rhodes
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510803

Date(s): March 28, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Rick Benavidez and Elise Henexson
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A101
Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Affective Needs

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510804

Date(s): April 25, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Jeff Perkins and Holly Watson
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510805

Date(s): May 9, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Jill Havard and Kelly Smith
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A-101
Minimum 10 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Mental Health First Aid for Educators

Course Registration Number: 19511301

Date(s): February 12 and 14, 2019
Class Time: 4:30 PM to 8:45 PM
Target Audience: Teachers, Administrators and Counselors
Presenter(s): Lisa Heagney
Prerequisite: None

PGH: 8 **PFK:** 8
Course: 5113
Site: PDC
Room: Room 215
Minimum 15 Maximum 30

Youth Mental Health First Aid is designed to teach those who regularly interact with youth how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. . The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Affective Needs

Suicide: The Warning Signs

Course Registration Number: 19512101

Date(s): April 11, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5121
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Anticipate discussing the major warning signs of suicide in this session. Additionally, participants will be given information on basic suicide prevention and intervention.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Adverse Childhood Experiences (ACES) in Your School

Course Registration Number: 19512701

Date(s): January 29, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5127
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

ACES in your classroom and campus...What does this mean? Adverse Childhood Experiences impact every human on the planet. We will explore what this means and why it is important to understand the impact that ACES has on learning and behavior in your classroom and campus. Come learn about your own ACE score and then raise your awareness of the impact these experiences have on your students. Become a buffer against high ACE scores. This class could change your own life and help a student on your campus. There will be handouts and discussion during this session. The application piece will be relevant and easily completed.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Breaking the Behavior Code

Course Registration Number: 19516001

Date(s): February 25, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Administrators, Counselors, Behavior Specialists
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5160
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Participants will learn tools to help their most challenging students make better choices. They will learn techniques to help these students improve behaviorally, socially and academically.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Affective Needs

The Tough Kid Book Study

Course Registration Number: 19516101

Date(s): January 24, February 7, 21, March 7 and 21, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers, Counselors and Administrators

Presenter(s): Robin Cathcart

Prerequisite: None

PGH: 10 **PFK:** 10

Course: 5161

Site: PDC

Room: Room 215

Minimum 10 Maximum 20

Participants will learn strategies for managing students with extreme behavioral difficulties, in both general education and special education settings. Learn practical classroom management strategies, as well as positive and reductive techniques, designed for the “toughest” of students. Reading will take place outside of class. Participants may choose to borrow a copy of the book from the staff development office, or purchase a copy on your own.

Book will need to be picked up prior to class starting from the staff development office.

Note: Participants must attend all sessions to receive credit, and complete an outside application piece.

Management & Organization

CPR/AED for Adult, Child, and Infant Victims

Course Registration Number: 19610601

Date(s): March 19, 2019
Class Time: 4:00 PM to 7:00 PM
Target Audience: All District Employees
Presenter(s): Macey Dossey
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 6106
Site: Galloway Elementary
Room: Room 24
Minimum 5 Maximum 15

American Heart Association certification course for adults. Instruction and skills testing in adult, child, and infant CPR/AED use. Certification provided for those passing the skills test.

Note: Certification in Adult, Child, and Infant CPR/AED

Heart of Teaching - Elementary (Revised)

Course Registration Number: 19611001

Date(s): January 28 and 30, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Administrators and Paraprofessionals
Presenter(s): Kricia Ponder and Janette Cross
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 6110
Site: PDC
Room: Board Room
Minimum 15 Maximum 30

You will walk away with applicable strategies for building and maintaining positive relationships within the classroom. You will leave with a feeling of confidence that the relationships between you and your students, as well as the relationships between your students, will be stronger and more encouraging. We will share with you Life Principles that all classrooms can learn to live by, with fun ways to introduce the terms that can also be used in content areas. Be prepared to learn lots, but more importantly, to have a great time! ***September 12 will meet in Room 210.**

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Bringing Out The Best in Boys

Course Registration Number: 19613201

Date(s): February 4, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Brenda Collins and Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 6132
Site: PDC
Room: Room 210
Minimum 15 Maximum 30

Are boys really different from girls? Do boys sometimes get the best of you? Are you bringing out the best in boys? Using Dr. Pollack's bestseller, Real Boys, as a foundation, you will discuss the answers to these questions and many more. Come equip yourself with the knowledge of how to communicate more effectively with your boys and how to create a "boy-friendly" classroom. Results? Improved relationships, higher academic achievement, and reduced behavioral problems.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Management & Organization

Try and Make Me--Book Study

Course Registration Number: 19613601

Date(s): February 6, 13, 20, 27 and March 6, 2019
Class Time: 4:30 PM to 6:30 PM
Target Audience: Administrators, Teachers, Counselors, Diagnosticians
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 10 **PFK:** 10
Course: 6136
Site: PDC
Room: Room 208
Minimum 15 Maximum 20

If you have ever asked yourself any of these questions, this book study may be for you! Where did this defiance start? Why doesn't praise work with these kids? How can I avoid power struggles? Dr. Levy has written down all the answers in his book, "Try and Make Me!" Included with the discussion will be role-plays, "pullout" handouts, and application assignments to enhance your understanding and implementation of the strategies described in the book.

***October 2 the class will meet in Room 207.**

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Love & Logic Refresher

Course Registration Number: 19614501

Date(s): March 25, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: Love & Logic

PGH: 3 **PFK:** 3
Course: 6145
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Feel free to come and refresh yourself with some "splashes" of Love and Logic. Each section (elementary and secondary) will refresh their knowledge of the basic techniques while "diving" into some new tips for old problems. Feel free to bring your questions and your stories to this class!

Note: Participants must attend all sessions and complete outside work to receive credit.

Odd Girl Out

Course Registration Number: 19614601

Date(s): April 1, 8, 15 and 22, 2019
Class Time: 4:30 PM to 6:30 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 8 **PFK:** 8
Course: 6146
Site: PDC
Room: Room 208
Minimum 15 Maximum 20

This book study is based on Rachel Simmons book, *Odd Girl Out*. Participants will read the book, participate in group discussion, and have practical application assignments between each session.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Management & Organization

Queen Bees and Wannabes

Course Registration Number: 19615001

Date(s): February 5, 12, 19 and 26, 2019
Class Time: 4:30 PM to 6:30 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 8 **PFK:** 8
Course: 6150
Site: PDC
Room: Room 208
Minimum 15 Maximum 20

Participants will learn tools to help girls make better choices and techniques to help them feel empowered. You will develop and/or enhance your understanding of the “girl brain”. Girls will benefit academically, socially, and behaviorally from your heightened awareness and ability to offer support and resources. There will be small and large group discussions, “pull-out” handouts and practical application assignments between sessions.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Boys in Crisis

Course Registration Number: 19615901

Date(s): March 21, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Administrators, Counselors, and Teachers, K-12
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 6159
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Boys are different than Girls. BUT...do you know the answers to these questions: What is the "emotional abyss" for boys? Is the boy brain different than the girl brain? Do we have to teach that brain differently? Do you know how to help the boys in your classroom reach their academic, social and behavioral potential? This session will answer these questions and more through handouts, exploring scenarios and group discussions.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.