



2019

WINTER/SPRING COURSE CATALOG



SAVE THE DATES

Kane County Institute Day

March 1

West Aurora High School

In an effort to sustain high-quality professional development tailored to our certified staff's needs, we have restructured the County-wide Institute Day. This year, we will provide educator choice and focus to the workshop offerings. We are asking staff members to choose one focus area. Each focus area will feature four different presenters that will provide insight and perspective relating to the main topic. Staff members will have the opportunity to choose from one of the areas listed below:

Four Session Focus Areas

- Innovation through Exploration and Inquiry
- Equity in Education
- Relationships Matter
- Engagement through Classroom Design
- Balanced Literacy
- Assessment Literacy
- Differentiation

All Day Focus Areas

- Sheltered Instruction Training
- Shared Writing for K-1 Teachers
- Shared Writing for 2-5 Teachers
- Positive Mathematical Mindsets
- A Day in the Life of Kindergarten
- Early Childhood Education - Focus on Math Instruction

Outside Offerings (Limited Availability-Required Approval)

- Physical Education
- Social Studies
- Science
- Art

The Power of You

January 18

**Kane County
Institute Day**

March 1

**Learning FIRST
Summer Institute**

May 29 and 30

**West Aurora
University
Summer PD Week**

July 29-Aug 1

Visit

bit.ly/westu129

for more information

AT-LARGE OFFERINGS	3-7
COMPETENCY BADGES	8-11
MICRO CREDENTIALS	12
• Assessment	13-14
• Grading	15-16
• Instructional Practice	17-18
• Instructional Purpose	19-20
• New Teacher Induction Year 1	21
• New Teacher Induction Year 2	22
• Professional Learning Communities	23
• Technology	24-25
• Whole Child	26-27
PD Monday	28-30

KNOW YOUR HOURS

SIP

Also known as School Improvement Planning, SIP clock hours are hours on contractual time. These hours are not applicable for salary lane movement. You will receive credit based on the length of the course. These hours can be applied towards state license renewal.

WAU

WAU Clock hours are hours from classes taken after contractual time. When you accumulate 15 WAU clock hours you can exchange them for 1 graduate credit hour. Please Note: All certified staff will need to complete 120 clock hours within a 5 year period in order to renew their teaching certificate. You will need to continually update your professional learning hours on the Educator Licensure Information System ([ELIS](#)).

MICRO-CREDENTIALING

These classes are part of a sequencing strand to provide an avenue to develop expertise and leadership in an area of interest. The credits will be listed as; WAU-Assessment, WAU-Grading, WAU-Instructional Practices, WAU-Instructional Purpose, WAU-Technology, and WAU-Whole Child. When a micro-credential strand is complete, the hours may be turned in for 4 graduate credits. The WAU Micro-Credentialing credits are non-transferable should you choose to leave School District 129.

AT-LARGE OFFERINGS //

WAU-Adding Creativity to Your Classroom!

Kari Nicholson

Find yourself stuck in the rut of "Just getting it done?" Wish you could add some creative opportunities to your class? Yes? Then this is the course for you! The focus of this course will be to introduce and model ways to bring creativity into your classroom, that still check for understanding of standards

12732	01/23/19 4:15pm - 5:45pm	WAHS Room A111
12733	02/20/19 4:15pm - 5:45pm	WAHS Room A111

WAU-Alice Training

Gina Krizman and Kevin Triplett

Real world, hands on training utilizing the A.L.I.C.E. concept and principles. There will be an in depth explanation and demonstration of the tactics needed to survive an active threat.

12600	01/24/19 4:00pm - 5:15pm	Washington Tech Center
12601	04/18/19 4:00pm - 5:15pm	Washington Tech Center

WAU-Brain Breaks

Todd Gingerich

During this session, teachers will learn instructional strategies to implement classroom brain breaks during their teaching for effective learning. When we take a brain break, it refreshes our thinking and helps us discover another solution to a problem or see a situation through a different lens. During these few minutes, the brain moves away from learning, memorizing, and problem-solving. At the conclusion of this course, you will walk away with a toolbox of activities to utilize in your classroom.

12720	02/05/19 4:00pm - 5:15pm	WAHS Room A111
12721	03/05/19 4:00pm - 5:15pm	WAHS Room A111

WAU-Developing Number Concepts: Addition and Subtraction

Sarah Malcolm

This course is a book study based on Kathy Richardson's three-book series, Developing Number Concepts. We will take an in-depth look at the book and focus on teacher-directed and independent activities that support children's learning of math concepts. (Part 2 of 3)

12761	02/21/19 4:00pm - 5:00pm	WAHS-Nexus Conf. Room
-------	--------------------------	-----------------------

WAU-Developing Number Concepts: Counting, Comparing, and Pattern

Sarah Malcolm

This course is a book study based on Kathy Richardson's three-book series, Developing Number Concepts. We will take an in-depth look at the book and focus on teacher-directed and independent activities that support children's learning of math concepts. (Part 1 of 3).

12763	02/07/19 4:00pm - 5:00pm	WAHS-Nexus Conf. Room
-------	--------------------------	-----------------------

WAU-Developing Number Concepts: Place Value, Multiplication, and Division

Sarah Malcolm

This course is a book study based on Kathy Richardson's three-book series, Developing Number Concepts. We will take an in-depth look at the book and focus on teacher-directed and independent activities that support children's learning of math concepts. (Part 3 of 3)

12764	03/12/19 4:00pm - 5:00pm	WAHS-Nexus Conf. Room
-------	--------------------------	-----------------------

WAU-Differentiated Literacy Strategies for English Learners

Christine Anderson

This course is based on the book Differentiated Literacy Strategies for English Learners by Gayle H. Gregory and Amy Burkman, and it will focus on how to differentiate literacy instruction for adolescent English learners at various stages of literacy competency.

12730	01/16/19 3:15pm - 4:15pm	WAHS Room A111
12731	01/17/19 4:15pm - 5:15pm	WAHS Room A111

WAU-ECERS Indoor Space

Beth Heldmann

Participants will explore different classroom environments to learn ways to improve our classroom setup in relation to the expectations in the indoor space indicators in the ECERS 3 tool.

12725	01/29/19 3:45pm - 4:45pm	West Aurora Learning Center
-------	--------------------------	-----------------------------

AT-LARGE OFFERINGS



WAU-Engaging In Dramatic Play

Beth Heldmann

Participants will explore ways to increase engagement with students in the Dramatic Play area, including questioning strategies, props/explorations to encourage problem solving, and a poster to take back to the classroom with some engagement strategies to post in the dramatic play area.

12726 03/05/19 3:45pm - 4:45pm West Aurora Learning Center

WAU-Feedback That Fosters Learning

Julie Swartzloff

Feedback is central to student growth in your classroom. This course will focus on characteristics of quality feedback and research-based methods for delivering effective feedback. We will also discuss ways to make the process more efficient while transferring responsibility from the teacher to the students. Participants will leave with practical strategies to implement in class the next day

12462 03/06/19 3:30pm - 4:30pm WAHS- A111

WAU-Google Drive Feedback Tools

Cori Sparks

Work with Google Drive tools and add-ons to streamline your student feedback and grading. Learn to use Editing, Suggesting, and Commenting features of Google Docs as well as how to use Google Keep to organize your grading comments. Google docs add-on features that assist in giving feedback will also be highlighted.

12698 02/05/19 3:45pm - 4:45pm District Office Room 225

WAU-Google Drive: Sharing, Searching & Organizing

Julie Swartzloff

You already know how to create a Google Doc, but what's next? In this session, participants will learn how to navigate Google Drive. Learn how to organize your files and folders, upload and convert content from Microsoft Office, and search for files that you created or that were shared with you. Participants will also learn all of the ways to share a file and change permissions for collaborators.

12460 02/13/19 3:30pm - 4:30pm WAHS- A111

WAU-Google Slides and Google Drawings

Cori Sparks

Learn more about Google Slides and Google Drawings. Not only can these Google Apps be used to visually enhance content, they can be creatively applied to new uses, such as hyperdocs and graphic organizers. Learn to use these tools to both share your own content and help students create their own content.

Please bring your charged district issued laptop.

12700 04/16/19 4:00pm - 5:00pm WAHS- A111

WAU-Guided Writing in the Intermediate Classroom

Kim Wicyk

Guided Writing is a powerful tool to use during guided reading with all levels of readers. This course will walk us through what guided writing looks like at each guided reading level.

12711 02/05/19 3:45pm - 4:45pm District Office Room 225

WAU-I Taught Math Today... Now What?

Jen Story and Amy Watson

You have successfully implemented a math chat or exploration into your classroom. Now you're asking yourself, "What do I do tomorrow?" Join us to learn how to gather information from your math lesson, reflecting on what you saw in your classroom today to help plan for tomorrow. This course is built to help you move from simple implementation of math to utilizing these activities as you make informed classroom decisions.

12705 02/20/19 3:45pm - 5:45pm District Office Room 225

WAU-Igniting Curiosity and Engaging Learners Through the Power of Questioning Part 1

Kelley Hren

How many questions do you ask in a typical class period? Conversely, how many academic questions do your students ask during an entire school year? Asking questions drives curiosity and creativity. The questions students ask lead them to new knowledge; however, they are rarely taught how to ask questions. The Right Question Institute has developed a simple and powerful technique that teaches students to ask the questions. This initial session will provide participants with a broad understanding of the "Q Focus" technique and the "Q Focus" design. Class participants will engage in a Q-Focus lesson. Participants are **strongly** encouraged to take Part 1 as a prerequisite to Part 2.

12366 01/24/19 4:00pm - 5:00pm WAHS Room A222

AT-LARGE OFFERINGS



WAU-Igniting Curiosity and Engaging Learners Through the Power of Questioning Part 2

Kelley Hren

This class is a continuation of the Part I course. Participants will observe the Question Formulation Technique (QFT) in action, discuss when to incorporate a QFocus and also be provided time to construct Q Focus questions for their current courses. Please bring laptops to this session.

12368 02/07/19 4:00pm - 5:00pm WAHS Room A222

WAU-Intro to Twitter for Educators

Michelle Jones

This is a BEGINNERS class about using Twitter professionally. Twitter can be intimidating at first, but it holds amazing opportunities for professional development, global connections, and integrating technology into your classroom. We will set up your Twitter account together, learn Twitter etiquette, talk about hashtags, get suggestions on important education leaders to follow, and learn how to participate in Twitter chats. Prepare yourself today to participate in our first SD129 Twitter Chat!

12703 02/11/19 4:00pm - 5:00pm District Office Room 225

WAU-Introduction to Screencasting

Brian Veit

Screencasting is the process of recording your PC screen with or without narration for your audience. This is an excellent tool used in blended learning environments. You can screencast a review of an assignment for students who are absent or you can screencast your learning targets for your students if you have to be out of your classroom. The possibilities are endless and this class is just the beginning.

12736 02/13/19 3:45pm - 4:45pm WAHS A111

12737 03/13/19 3:45pm - 4:45pm WAHS A111

WAU-Making Books: Part 1 & 2

Robyn Ulrich

Based on the work and research of Katie Wood Ray and Lisa Cleaveland, come learn how to implement book making into your classroom. This course is based on three books from your professional library: About the Authors, More About The Authors and A Teacher's Guide To Getting Started with Beginning Writers. Part 1 and Part 2: Teachers will learn the philosophy behind making books and why students are so successful in this process. We will look at videos of teachers and students in action.

12716 01/31/19 3:45pm - 5:15pm District Office Room 225

12715 02/07/19 3:45pm - 5:15pm District Office Room 225

WAU-Managing Your Digital Life

Grant Hopper

Learn how to create an email signature, create rules and dynamic folders, and set text reminders all within the Outlook desktop app. Learn some quick tips and tricks for organizing digital files in Google and on your laptop computer, and more!

12701 02/19/19 4:00pm - 5:30pm WAHS Room A111

WAU-Math Chats 2.0 For the 2nd and 3rd Grade Classrooms

Amy Watson

Come to learn about different ways to engage your students while building their understanding of numbers. We will model and discuss simple classroom routines that you can use for about 10 minutes a day to help your students have a better understanding of numeracy. We will also discuss how to use the information gained during math chats to decide next instructional steps.

12706 01/30/19 3:45pm - 4:45pm District Office Room 225

WAU-Motivating the Low Motivated

Jan Gont

Providing instruction to students with behavioral needs and low motivation can be a daily challenge for educators. This workshop will explore practical instructional strategies to incorporate into daily lessons or therapy sessions to empower students and lead to improved student growth. Ideas for both elementary and secondary levels will be shared.

12722 02/13/19 4:00pm - 5:00pm WAHS Nexus Conference Room

12723 01/16/19 4:00pm - 5:00pm WAHS Nexus Conference Room

WAU-My Big Phat Phonics Workshop

Lindsay Hejtmánek

How can phonics instruction and great literature easily and naturally coexist in the primary classroom? This course will present new ideas on ways to push your phonic instruction to a higher level. Participants will have time for self-reflection and be provided with in-class activities to try and examine.

12719 02/05/19 3:45pm - 4:45pm District Office Room 225

AT-LARGE OFFERINGS



WAU-Organizing Your Google Drive

Michelle Jones

Is your Google Drive a mess? Are you wasting time looking for files? In this course, you will learn some simple strategies to organize your drive using color-coding, file naming, and folder management. There will be an opportunity to begin using what you learn!

12704 03/12/19 4:00pm - 5:00pm District Office Room 225

WAU-Positive Discipline Strategies in Early Childhood

Beth Heldmann

Participants will discuss ways to include positive discipline techniques in the classroom, and will leave with some samples of individualized strategies to help children be successful in the classroom environment.

12724 02/12/19 3:45pm - 4:45pm West Aurora Learning Center

WAU-Prep for Using Chrome Books in Math

Jolene Smith

Next year, all 6-12 math students will have chrome books in class. Come prepare with some new ideas on how to use them in math class.

12739 03/13/19 4:15pm - 5:15pm WAHS B242-Middle School

12738 04/11/19 3:15pm - 4:15pm WAHS B242-High School

WAU-QFT Process for Elementary Students

Jill Roderick and Jennifer Story

Are you looking for new ways to keep your students engaged during science investigations? Do your students need help formulating questions during the inquiry process? Come learn about the QFT framework and discover how this process can be used not only in science, but other content areas as well.

12712 02/12/19 3:45pm - 5:45pm District Office Room 225

WAU-Reflecting on Your Legacy

Gina Krizman

Take a step back and reflect on how YOU are helping to shape your legacy as a 129 staff member. This course will engage participants in activities that allow for personal reflection regarding your role in the classroom, ways to interact with students, and what lasting impressions you hope to leave with students as they reflect back on their time as a District 129 student.

12707 01/23/19 4:00pm - 5:00pm Fearn CC Office

WAU-Rewindable Learning: Showcasing Student Voice

Melissa Cikes

Now that your students have gotten comfortable with the technology in your classroom, it's time to amp it up! In this course, we will learn about free recording software and how student can showcase learning through screencasts or vlogs. Participants will also learn how to use their voice to record (and rewind!) lessons for student learning.

12699 03/07/19 4:00pm - 5:00pm District Office Room 225

WAU-Schooly: Get More Out of It

Jon McLearn

Learn how to use Schooly's "Learning Objectives" and "Mastery" to help you and your students (and their parents) focus on what's most important: student learning. Participants will be given time during this course to work on incorporating these components into classes being taught right now.

Prerequisite: Basic use of the Schooly grade-book

12714 04/17/19 3:45pm - 4:45pm Greenman Art Room

12715 04/23/19 3:45pm - 4:45pm WAHS Room C152

12716 04/25/19 3:45pm - 4:45pm WAHS Room C152

WAU-Setting Up Shared Writing

Jill Roderick

This session will focus on how to set up and get the most out of the Shared Writing portion of the elementary day. Teachers will understand how to implement mini-lessons, provide feedback through conferencing, and create a community of writers.

12710 01/29/19 3:45pm - 5:15pm District Office Room 225

AT-LARGE OFFERINGS



WAU-Signposts for Informational Texts

Kim Wicyk, Jennifer Story

Notice and Note has changed the way we teach with fiction texts! We are seeing students engage with texts in amazing ways! This course will walk participants through a few different options for using similar strategies with informational texts.

12709	01/22/19	3:45pm - 5:45pm	District Office Room 225
--------------	----------	-----------------	--------------------------

WAU-Strategies To Ensure the NGSS Are Accessible to All Students

Anna Gonzales

The Next Generation Science Standards are more cognitively demanding than past standards used in science education. As a result, teachers must make instructional shifts to enable all students to be college and career ready. This course is designed to introduce K - 12 teachers to strategies that ensure accessibility to non-dominant groups. Specific focus will be on girls, students with disabilities, and students from major racial and ethnic groups.

12734	02/26/19	4:00pm - 5:15pm	WAHS A111
12735	04/11/19	4:00pm - 5:15pm	WAHS A111

WAU-4C's and GSuite: How to Foster a 21st Century Classroom

Melissa Cikesh

Teachers will be introduced to the 4C's (communication, collaboration, critical thinking, and creativity) and how integrating the 4C's into their curriculum will increase student achievement and better prepare their students for success. Participants should have a basic understanding of the GSuite tools and how to use them in a classroom setting.

12702	04/25/19	4:00pm - 5:00pm	District Office Room 225
--------------	----------	-----------------	--------------------------

COMPETENCY BADGING PROGRAM //

Now more than ever, educators find themselves trying to keep up with ever changing trends in education. Teachers have given up their role as "expert" in the classroom and have embraced the need to take charge of their own ongoing professional growth and learning.

It can be challenging in a fast-paced world where the demands of work and family make it difficult to find the time for traditional continuing education opportunities, such as graduate school, conferences, and after school professional development sessions.

District 129 is committed to providing accessible professional development opportunities for all staff. As a district, we recognize and value our staff's desire to further their learning, but we understand that learning happens in a variety of ways.

Competency Badging is designed to:

Provide an alternative structure for self-paced professional learning

Foster leadership amongst the district's professional staff

Further enhance a collaborative environment by providing additional learning opportunities on various district platforms

Address identified areas of district focus to provide real-time support

Recognition of Participation

Certified staff members who successfully complete any of the district offered Competency Badges will receive a one time stipend of \$150. Certified staff members who earn a Competency Badge will be sought out to provide support to colleagues through peer coaching or facilitating professional development sessions.

Time Commitment

Generally, competency badge coursework will take between 6-8 hours to complete depending on the staff member's familiarity with the content.



COMPETENCY BADGING PROGRAM //

Google Level 1 Certification



This course is designed for certified staff wishing to demonstrate proficiency in using the basic tools of Google.

- Search course# **11139** in Performance Matters
- After you complete registration, you will find the coursework in Schoology under “Courses”
- You are responsible for paying the \$10 exam fee
- Once you have registered for the exam, you have 7 days to complete it
- Your certification is active for 36 months
- If you are interested in maintaining your certification, you will need to retake the test every 3 years
- Complete the course by May 23rd, and you will receive your one time stipend of \$150 in June

Google Level 2 Certification

This course is designed for certified staff wishing to demonstrate proficiency in using the advanced tools of Google.

- Search course# **11140** in Performance Matters
- After you complete registration, you will find the coursework in Schoology under “Courses”
- You are responsible for paying the \$25 exam fee
- Once you have registered for the exam, you have 7 days to complete it
- Your certification is active for 36 months
- If you are interested in maintaining your certification, you will need to retake the test every 3 years
- Complete the course by May 23rd, and you will receive your one time stipend of \$150 in June



COMPETENCY BADGING PROGRAM //

Schoology Level 1

This course is designed for certified staff wishing to demonstrate proficiency in using the basic features of Schoology.

- Search course# **11182** in Performance Matters
- After you complete registration, you will find the coursework in Schoology under “Courses”
- Complete the course by May 23rd, and you will receive your \$150 stipend in June



Schoology Level 2

This course is designed for certified staff wishing to demonstrate proficiency in using the advanced features of Schoology.

- Search course# **11183** in Performance Matters
- After you complete registration, you will find the coursework in Schoology under "Courses"
- Complete the course by May 23rd, and you will receive your \$150 stipend in June



COMPETENCY BADGING PROGRAM //



Apple Teacher

This course is designed for certified staff wishing to demonstrate proficiency in using an Apple iPad and the native Apple applications.

- Search course# **11181** in Performance Matters
- After you complete registration, you will find the coursework in Schoology under "Courses"
- Complete the course by May 23rd, and you will receive your \$150 stipend in June

Protecting Student and Staff Data

This course is designed for certified staff wishing to demonstrate proficiency in the fundamentals of data protection.

- Search course# **11184** in Performance Matters
- After you complete registration, you will find the coursework in Schoology under "Courses"
- Complete the course by May 23rd, and you will receive your \$150 stipend in June



Micro-Credentials //

Credentialing program is designed to:

- Foster leadership amongst the district's professional staff
- Provide an avenue to develop expertise in an area of interest
- Further enhance a collaborative environment by having "in-house" experts available
- To address identified areas of district focus to provide real-time support

Recognition of Participation

A teacher who completes any of the district offered credentials will receive four internal graduate credit hours. These hours will be applied to the teacher's current position on the salary schedule. Any teacher completing a credentialed area will be eligible to participate in related out of district workshops or conferences relating to the credentialed area. Any staff member who completes four credential areas will be eligible to attend a national conference of their choice. Credentialed teachers will also be sought out to assume teacher leadership roles within the school community through participation in committees, mentoring, leading workshops, or peer coaching.

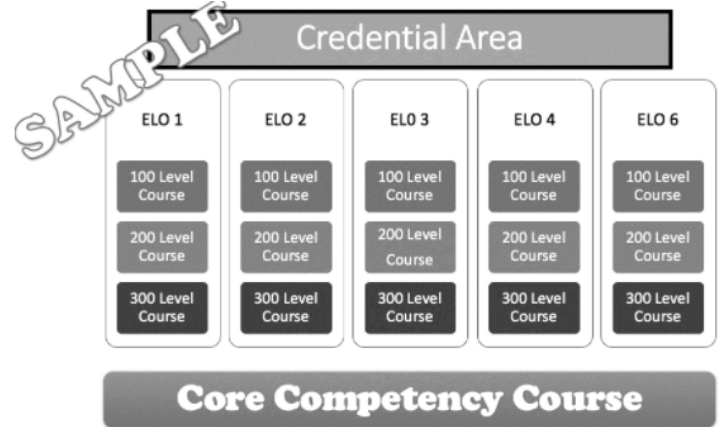
Current Credential Areas:

- Assessment
- Bridge to Accomplished Teaching
- Grading
- Induction
- Instructional Practice
- Instructional Purpose
- Professional Learning Communities
- Technology
- Whole Child

Please Note:

Micro-Credential courses are listed in the catalog by meeting date.

Example Credential Strand



Time Commitment:

The sample course work-flow above outlines the course sequencing for any of the offered credentials. A participant will need to complete all 100, 200, and 300 level courses, in addition to the core competency course. This equates to roughly 18 hours of physical seat time with an additional 8 hours of outside preparation or action research work. Core Competency courses will be offered once during Professional Development week during the summer.

Application of Knowledge:

All coursework leading up to a credential involve an action research project for participants. The basic premise of this work is to put theory into action. This is an opportunity for a teacher leadership participant to continually evolve his/her own professional practice and to be able to share experiences with others in the program. This action research is structured within the course offerings and is an integral part of the process of teacher leadership.



ASSESSMENT //



Course Description:

A balanced assessment system is one in which a variety of assessments are used, for a variety of purposes and communication about results facilitates student involvement and ownership of learning. The courses in this credential will focus on understanding basic ideas behind assessments, creating assessments that are valid, reliable and aligned to learning targets, matching assessment types to the desired outcome, goal setting as part of the assessment process and how we can and should use data obtained from our assessments to advance student learning. After completing this credential, participants will be able to answer the following questions: What, when and why are we assessing? How are we assessing and how is the information used? How do we empower students by involving them in the assessment practice? What do we do with the results?

Essential Learning Objectives (ELO):

- Articulate and define the purpose of assessment in SD129 to other stakeholders.
- Create appropriate assessments that match the purpose and rigor of a given standard.
- Collect and analyze multiple types of data to make informed decisions that increase student achievement.
- Promote student awareness of the assessment process through the use of purposeful goal setting based on student performance.
- Foster a culture of effective data use at the building level and apply assessment knowledge to strengthen school improvement efforts.

Assessment Course Sequencing				
ELO1 (A1)	ELO2 (A2)	ELO3 (A3)	ELO4 (A4)	ELO5 (A5)
100: Current Realities with Assessment	100: Matching Purpose to Assessment Types	100: Using Protocols to Effectively Analyze Data	100: How and Why Should we Involve Students in the Process?	100: Data, Data, Everywhere. Making sense of types of data.
200: Through the Lens of the Stakeholders	200: Assessment Design - Part 1	200: Using Data to Inform Classroom Decisions	200: Creating and Tracking Goals with Students	200: Using Data to Strengthen Efforts. What is our Reality?
300: How do we Measure Success?	300: Assessment Design - Part 2	300: Data Driven Response to Students	300: Feedback and Conferencing with Students	300: Creating an Effective Culture of Data Use

Using Protocols to Effectively Analyze Data (A3: 100)

Zak Fitzenreider

Participants will review several data tools and protocols that can be used to provide an unbiased lens when reviewing student data.

12416 01/08/19 4:00pm - 5:15pm WAHS- A112

Data Driven Response to Students (A3: 300)

Zak Fitzenreider

I just gave an assessment, now what? This session will focus on using data at the student level and responding to individual needs in order to maximize learning for each student. Participants will review the importance of using multiple measures to complete the whole picture of each student.

12418 02/12/19 4:00pm - 5:15pm WAHS- A112

Using Data to Inform Classroom Decisions (A3: 200)

Zak Fitzenreider

Once we have data collected what do we do next? How can we use data to guide instructional decisions that inform student learning within your classroom?

12417 01/29/19 4:00pm - 5:15pm WAHS- A112

How and Why Should We Involve Students in the Process? (A4: 100)

Jen Story

What role does the student play in the assessment process? Students assess what they do, say and produce constantly throughout the day. How do we utilize this practice to teach students how to effectively assess their understandings and why is this practice important?

12419 02/26/19 4:00pm - 5:15pm WAHS- A112

ASSESSMENT //

Creating and Tracking Goals with Students (A4: 200)

Jen Story

Anyone can set a goal, but how do we internalize and create a plan for success? Participants will focus on ensuring student understanding of the learning outcomes, the action plans that will lead them to success and building student led checkpoints throughout the process.

12420 03/12/19 4:00pm - 5:15pm WAHS- A112

Data, Data Everywhere. Making Sense of Types of Data (A5: 100)

Zak Fitzenreider

Data is all around us and can quickly become overwhelming. This sessions focuses on the importance of using multiple measures to accurately identify the strengths and challenges within an organization.

12422 04/23/19 4:00pm - 5:15pm WAHS- A112

Creating an Effective Culture of Data Use (A5: 300)

Zak Fitzenreider

Participants will review several data tools and protocols that can be used to provide an unbiased lens when reviewing student data.

12426 05/07/19 4:00pm - 5:15pm WAHS- A112

Feedback and Conferencing with Students (A4: 300)

Jen Story

Students must receive effective feedback on assessments. This session focuses on ways to individualize feedback for all students based on their performance and the importance of providing opportunities to engage in conversations centered around the next steps in their learning.

12421 04/09/19 4:00pm - 5:15pm WAHS- A112

Using Data to Strengthen Efforts. What is our Reality (A5: 200)

Zak Fitzenreider

What is our reality? Throughout our structure we see data used in a variety of places and forms, what do we need to see in each scenario and what can we do to get there?

12423 04/30/19 4:00pm - 5:15pm WAHS- A112

Core Competency (Assessment: CC)

Laura Beatus and Whitney Martino

This is the capstone course for all micro-credentials. The goal of the course is for participants to take the knowledge they have acquired through their course work and share with others in the district. Participants will be provided with the background, knowledge and resources to share their newly gained expertise in a peer to peer, small group and large group setting. The following topics will be addressed; adult learning theory, personality differences, coaching models and meeting facilitation.

07/30/19 Herget Middle School

08/01/19 Herget Middle School

The Assessment Badge offered through West Aurora University was beneficial to me as an educator in analysis and formative instruction. The Assessment Badge introduced me to Baseball Card in the Unify system. I found out how to check student progress through the years and across different assessment mediums, enabling detailed insight into individual student progress, strengths, and weaknesses. I learned various methods for analyzing data and reacting to that data to improve learning outcomes. I explored both the formative and summative sides of assessment and how to develop instruction accordingly. The assessment classes also introduced me to the value of student reflections, student progress monitoring, and methods for involving students in the assessment process. The assessment strand of courses truly assisted me in providing improved instruction and learning activities based on empirical data.

-Terri Shepard

English

West High

GRADING PRACTICES //



Course Description:

This strand will focus on understanding the philosophies at the foundation of traditional grading practices and interrogate their origins and effectiveness. Additionally, this course will examine the psychological motivations (and demotivations) created by traditional and newer grading practices in context of Carol Dweck's Growth Mindset research the strand will give participants opportunities to design lessons, assignments, syllabus and various assessments in light of standards based grading practices with the intended outcome of improving student achievement, motivation and learning. Finally, participants in this strand can expect to learn about strategies for leading systems change around effective, research based grading practices.

Essential Learning Objectives (ELO):

- Understand the foundational philosophies and season behind good standards based grading.
- Understand how and why to implement the tangible practices to use standards based grading in the instructional setting.
- Able to create, ask and assess the right essential questions.
- Design lesson, assessments and other learning experiences in order to create mastery in students.
- Ability to lead systems change in standards based grading from any educational role.

Course Sequencing				
ELO1 (G1)	ELO2 (G2)	ELO3 (G3)	ELO4 (G4)	ELO5 (G5)
100: "Current state of the union" - What is our mission?	100: Philosophy / Why/ Purpose	100: Formative Assessment	100: Define purpose of lesson or unit	100: Examples in any classroom
200: Student Motivation Mindset; Compliance vs. Learning for CCR	200: Defining Mastery & Proficiency	200: Summative Assessment	200: Focusing your instruction to do less... but better!	200: What should your gradebook look like?
300: Your gradebook and what it represents?	300: Goal Setting, meta-cognition and ownership for students.	300: Fusing it all together	300: Evaluating outcomes for students	300: Parent & Student Communication

Summative Assessment (G3: 200)

Anna Gonzales and Shawn Munos

When, where and how to properly use summative assessment in the classroom and as a team/department.

12451 01/16/19 4:00pm - 5:15pm WAHS- A112

Define Purpose of Lesson or Unit (G4: 100)

Anna Gonzales and Shawn Munos

Does it align or just rhyme? Finding purpose between your teaching and your testing.

12453 02/20/19 4:00pm - 5:15pm WAHS- A112

Fusing It All Together (G3: 300)

Anna Gonzales and Shawn Munos

This class will explore why averages are not valid and how to value learning over attainment.

12452 01/30/19 4:00pm - 5:15pm WAHS- A112

Focusing Your Instruction To Do Less... But Better!(G4: 300)

Anna Gonzales and Shawn Munos

Making sure that what your grades measure is accurate and valued.

12454 02/27/19 4:00pm - 5:15pm WAHS- A112

GRADING PRACTICES //

Evaluating Outcomes for Students (G4: 300)

Anna Gonzales and Shawn Munos

Making sure that what your grades measure is accurate and valued.

12455 03/06/19 4:00pm - 5:15pm WAHS- A112

What Should Your Gradebook Look Like (G5: 200)

Anna Gonzales and Shawn Munos

How to setup any gradebook to reflect learning and not compliance.

12457 04/10/19 4:00pm - 5:15pm WAHS- A112

Core Competency (Grading Practice: CC)

Laura Beatus and Whitney Martino

This is the capstone course for all micro-credentials. The goal of the course is for participants to take the knowledge they have acquired through their course work and share with others in the district. Participants will be provided with the background, knowledge and resources to share their newly gained expertise in a peer to peer, small group and large group setting. The following topics will be addressed; adult learning theory, personality differences, coaching models and meeting facilitation.

07/30/19 Herget Middle School
08/01/19 Herget Middle School

Examples In Any Classrooms (G5: 100)

Anna Gonzales and Shawn Munos

A practical dive into how to use standards based grading in any classroom.

12456 03/20/19 4:00pm - 5:15pm WAHS- A112

Parent and Student Communication (G5: 300)

Anna Gonzales and Shawn Munos

This class will explore how to communicate learning through grades with parents, students, and colleagues!

12458 05/01/19 4:00pm - 5:15pm WAHS- A112

"I appreciate how the courses in West U's Grading Badge enabled me to work with my colleagues and our district leaders towards better instructional and assessment practices that have increased my students' engagement and enhanced their learning. These courses helped me develop better assessments and communicate students' progress more effectively with them, their parents, and administration."

Carly Hill
English Teacher
West High

INSTRUCTIONAL PRACTICE //



Course Description:

The purpose of the Instructional Practice Micro-Credential is to understand that learning depends on how intellectually engaged students are and to provide practical strategies that the teacher can use to create a classroom environment that naturally increases student intellectual engagement. Teachers will explore metacognition, literacy as an anchor for understanding, growth mindset, questioning and discussion techniques, and feedback throughout the course to bring practical applications to their classroom.

Essential Learning Objectives (ELO):

- Teachers will understand the how growth mindset can increase student understanding.
- Teachers will understand how literacy activities (reading, writing, speaking and listening) are at the heart of all learning.
- Teachers will understand how metacognition increases students understanding and practical strategies to increase metacognition.
- Teachers will understand how questioning and discussion techniques can increase student understanding.
- Teachers will understand the how feedback can increase student understanding.

Course Sequencing				
<u>ELO1 (Practice 1)</u>	<u>ELO2 (Practice 2)</u>	<u>ELO3 (Practice 3)</u>	<u>ELO4 (Practice 4)</u>	<u>ELO5 (Practice 5)</u>
100: Why Care About Instructional Practice?	100: Reading is more than Recalling, Decoding, and Multiple Choice	100: Thinking Routines & Concept Mapping	100: Question Design & Delivery	100: The Power of Word Choice: Ways to Better Mean What We Say
200: What Motivates us to Learn?	200: Embracing the Marriage of Reading and Writing	200: Summarization +	200: Student Questioning through the QFT	200: Making Feedback a part of the Classroom Culture
300: The Power of Yet...	300: Literacy Across Curriculum	300: Universal Thinking Frames - DSRP	300: Powerful Discussion Techniques	300: Empowering Student Ownership: Leveraging Student to Student Learning

Universal Thinking Frames-DSRP (Meta-Cognition 3: 300)

Missy Hoch and Dr. Sarah Wadell

Using the frame from Thinking at Every Desk (Cabrera and Colosi), teachers will understand the four universal skills (Distinctions, Systems, Relationships, Perspectives) that tap into how we make meaning of everything around us.

12384 01/15/19 4:00pm - 5:15pm WAHS-A112

Student Questioning Through QFT (Questioning & Discussion 4:200)

Allison Packard

Using excerpts from Rothstein and Santana's book, Make Just One Change, participants will discover how the Question Formulation Technique can empower student questioning to improve learning outcomes.

12386 03/05/19 4:00pm - 5:15pm WAHS-A112

Question Design & Delivery (Questioning & Discussion 4:100)

Allison Packard

Using excerpts from Walsh and Sattes' book, Questioning for Classroom Discussion, participants will explore quality question design and questioning strategies that engage all learners in deep thinking

12385 02/19/19 4:00pm - 5:15pm WAHS-A112

Powerful Discussion Techniques (Questioning & Discussion 4:300)

Allison Packard

Using excerpts from Walsh and Sattes' book, Questioning for Classroom Discussion, participants will broaden their toolbelt for sustaining thoughtful discussion in PreK-12 classrooms.

12387 03/11/19 4:00pm - 5:15pm WAHS-A112

INSTRUCTIONAL PRACTICE



Essentials of Quality Feedback (Feedback 5:100)

Julie Swartzloff

Teachers will explore the characteristics of effective feedback and uncover strategies for delivering feedback using Wiggins' article Seven Keys to Effective Feedback.

12388 03/19/19 4:00pm - 5:15pm WAHS-A112

Feedback In Action (Feedback 5:300)

Julie Swartzloff

The final class in this series will give participants an opportunity to dig into effective peer feedback. Using strategies learned during this session, teachers will provide one another with feedback on their action research.

12390 05/06/19 4:00pm - 5:15pm WAHS-A112

Reaching Quiet Students (Feedback 5:200)

Julie Swartzloff

Using Susan Cain's TED Talk The Power of Introverts, teachers will understand the perspective and needs of the quiet students in their classroom. They will also investigate the idea of "teacher as coach" and how to access greater self-reflection in their students.

12389 04/16/19 4:00pm - 5:15pm WAHS-A112

Core Competency (Instructional Practice:CC)

Laura Beatus and Whitney Martino

This is the capstone course for all micro-credentials. The goal of the course is for participants to take the knowledge they have acquired through their course work and share with others in the district. Participants will be provided with the background, knowledge and resources to share their newly gained expertise in a peer to peer, small group and large group setting. The following topics will be addressed; adult learning theory, personality differences, coaching models and meeting facilitation.

07/30/19 Herget Middle School

08/01/19 Herget Middle School



"The Instructional badge was very useful because it provided an opportunity for me to reflect on my teaching and to question why I do what I do. It helped me reaffirm some of my practices as well as sparked me to adjust some of my approaches to better align with my goals. The best part was learning from and getting to know other district people from varying different levels and content areas which really helped broaden my understanding and perspective of education as a whole."

-Quyen Huyen
English
West High

INSTRUCTIONAL PURPOSE //



Course Description:

Established targets coupled with quality assessments equals quality instruction. Seems simple... Instructional purpose is designed to help teachers master the skill of instructional planning by using the Understanding by Design framework. This approach is designed to engage students in inquiry, promote transfer of learning and uncover the big ideas in content. Additionally, teachers will study quality assessment development and reporting, design lessons to accommodate all levels of learners and prepare questions to invite students participation through inquiry.

Essential Learning Objectives (ELO):

- Teachers will evaluate their current assessment practices and culture to plan for classrooms that report both accurate and specific data that supports sound instructional decision making and better instruction.
- Teachers will be able to develop engaging learning experiences that will enable student to achieve desired results.
- Teachers will be able to craft powerful curriculum in a standards-dominated era and ensuring academic success for the full spectrum of learners.
- The teacher's explanation of content is clear and invites student participation through inquiry and question development.

Course Sequencing				
<u>ELO1 (IP 1)</u>	<u>ELO2 (IP 2)</u>	<u>ELO3 (IP 3)</u>	<u>ELO4(IP 4)</u>	<u>ELO5(IP 5)</u>
100 :UbD Framework	100: Think like an Assessor	100: Ways to utilize engagement Strategies	100: Applying Differentiation to the UbD Framework	100: The Power of Word Choice: Ways to Better Mean What We Say
200: Understand Understanding	200: Criteria and Validity	200: Choosing Engaging Strategies	200: Considering Evidence of Learning in Diverse Classrooms	200: Student-Driven Discussions: putting students in the driver's seat.
300: Stage 1 Clarity of Goals	300: Teach Students to Own Their Learning	300: Developing and Engaging Environment	300: Teaching for Understanding in Diverse Classrooms	300: Facilitating student participation in classroom conversations

Choosing Engaging Strategies (IP3:200)

Tom Davidson and Whitney Martino

Choosing the appropriate engagement strategy for each lesson can be challenging. This course examines sample lessons and engagement strategies to determine the best learning plan for each outcome.

12434 01/07/19 4:00pm - 5:15pm WAHS-A112

Developing an Engaging Environment (IP3:300)

Tom Davidson and Whitney Martino

An engaging environment does not happen by chance. It occurs when the teacher takes time to develop and foster a team of students ready to work towards a common goal. Team building activities are a vital part of developing this environment.

12435 01/28/19 4:00pm - 5:15pm WAHS-A112

INSTRUCTIONAL PURPOSE //

Applying Differentiation To The UbD Framework (IP4:100)

Tom Davidson and Whitney Martino

What is the difference between differentiation and modification? Where to differentiate in the UbD framework. This course takes a deeper look at using the WHERETO framework for instructional planning in Stage 3 in support of the goal: teaching all students to understand.

12436 02/11/19 4:00pm - 5:15pm WAHS-A112

Teaching For Understanding In Diverse Classrooms (IP4:300)

Tom Davidson and Whitney Martino

This course is focused on teaching for understanding in a diverse classroom. During the course we will look at "uncovering" the content, using essential questions in teaching, the six facets as instructional tools, the "ladder" is a flawed metaphor for learning, and putting it all together using the WHERETO framework.

12438 03/04/19 4:00pm - 5:15pm WAHS-A112

How To Make Your Question Essential (IP5:200)

Tom Davidson and Whitney Martino

How can we support students assuming responsibility to engage fully and thoughtfully in discussions? Using Questioning for Classroom Discussions, this course will focus on handing over the reins to students for student-driven discussions.

12440 04/08/19 4:00pm - 5:15pm WAHS-A112

Core Competency (Instructional Purpose:CC)

Laura Beatus and Whitney Martino

This is the capstone course for all micro-credentials. The goal of the course is for participants to take the knowledge they have acquired through their course work and share with others in the district. Participants will be provided with the background, knowledge and resources to share their newly gained expertise in a peer to peer, small group and large group setting. The following topics will be addressed; adult learning theory, personality differences, coaching models and meeting facilitation.

07/30/19 Herget Middle School
08/01/19 Herget Middle School

Considering Evidence of Learning in Diverse Classrooms (IP4:200)

Tom Davidson and Whitney Martino

This class will show how to use the three assessment principles (How, What, Purpose) to show evidence of learning in a diverse classroom and how to use the four assessment practices that honor student difference and promote learning.

12437 02/25/19 4:00pm - 5:15pm WAHS-A112

The Power of Word Choice (IP5: 100)

Tom Davidson and Whitney Martino

Using the work of Walsh and Sattes, this course dives into questioning for classroom discussions. Participants will learn how to transform their classrooms where students participate in purposeful speaking, engaged listening, and deep thinking.

12439 03/18/19 4:00pm - 5:15pm WAHS-A112

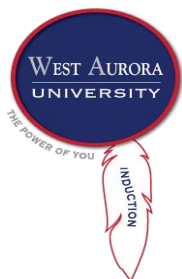
Facilitating Student Participation In Classroom Conversations (IP5:300)

Tom Davidson and Whitney Martino

This class will show how to use the three assessment principles (How, What, Purpose) to show evidence of learning in a diverse classroom and how to use the four assessment practices that honor student difference and promote learning.

12441 04/22/19 4:00pm - 5:15pm WAHS-A112

New Teacher Induction Year 1



Course Description:

When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach *while on the job*. The New Staff Induction Program provides critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors are assigned to help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career.

Mission: We are working together to support the academic success of all children in School District #129

Vision: The West Aurora School District Induction and Mentoring Program believes that teaching is a career long developmental process. Mentors and Mentees will work together to enhance professional practice to optimize effective student learning.

Goals:

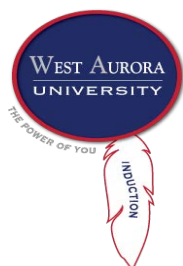
- Enhance instructional practice to increase student achievement
- Promote professional and personal well-being of new educators
- Increase retention of promising new educators
- Build professional relationships to increase teacher leadership
- Transmit the culture of the district

Essential Learning Objectives (ELO):

- New educators will understand what it means to be a professional teacher.
- New educators will understand the nuances of the evaluation process.
- New educators will understand the importance of developing relationships with all stakeholders.
- New educators will understand the vision, mission, and culture of District 129 which includes adopting a common language regarding instruction, assessment, and curriculum.

Induction Course Sequencing (Year One)				
<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
Roles and Responsibilities within the Mentor Program	Evaluation Expectations/ Danielson	Effective Classroom Environment	Digital Citizenship- Establishing Your Professional Learning Network (PLN)	Mentor/Mentee Check-in
<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
Mindset: The Difference between True Success or Staying Stuck	Building Relationships that Support and Foster Collaboration	Professional Learning Communities	Mentor/Mentee Check-in	Celebration and Year Two Program Expectations

New Teacher Induction Year 2 //



Course Objectives:

When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach *while on the job*. The New Staff Induction Program provides critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors are assigned to help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career.

Mission: We are working together to support the academic success of all children in School District #129

Vision: The West Aurora School District Induction and Mentoring Program believes that teaching is a career long developmental process. Mentors and Mentees will work together to enhance professional practice to optimize effective student learning.

Goals:

- Enhance instructional practice to increase student achievement
- Promote professional and personal well-being of new educators
- Increase retention of promising new educators
- Build professional relationships to increase teacher leadership
- Transmit the culture of the district

Essential Learning Objectives (ELO):

- New educators will understand what it means to be a professional teacher.
- New educators will understand the nuances of the evaluation process.
- New educators will understand the importance of developing relationships with all stakeholders.
- New educators will understand the vision, mission, and culture of District 129 which includes adopting a common language regarding instruction, assessment, and curriculum.

Induction Course Sequencing (Year Two)

<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
Mentor/Mentee Check-in	Assessment- Making Informed Instructional Decisions	Coaching the Growth Mindset	Grading Smarter Not Harder	Finding a Balance in a 24/7 World
<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
Supporting Struggling Students	The Differentiated Classroom	Technology Integration	Mentor/Mentee Check-in	Next Steps- Action Research Project

Professional Learning Communities



Course Description:

This is a three day professional development opportunity focused on Professional Learning Communities. Participants will cover topics in the areas of: leading highly effective PLCs, using data to inform decisions, fostering collaboration and how to handle difficult conversations. Please note that while the ELOs are divided below, this is a unique micro-credential that requires participants to complete all 5 ELOs during a 3 day summer learning opportunity.

Essential Learning Objectives (ELO):

- Teachers will collaborate with other professionals to improve school effectiveness through the PLC process. (Core Proposition 5)
- Teachers will effectively manage difficult situations and conversations, where professional judgment may be challenged (Core Proposition 4)
- Teachers will understand how student data is embedded into the PLC process and how data can and should be used to assess student progress towards proficiency. (Core Proposition 3)
- Teachers will understand what it means to lead a highly effective PLC.
- Teachers will understand how PLC are a foundational component of a multi-tiered system of supports.

Course Sequencing				
<u>ELO1 (G1)</u>	<u>ELO2 (G2)</u>	<u>ELO3 (G3)</u>	<u>ELO4 (G4)</u>	<u>ELO5 (G5)</u>
100: "Current state of the Union" - What is our mission?	100: Philosophy / Why/ Purpose	100: Formative Assessment	100: Define Purpose of Lesson or Unit	100: Examples In Any Classroom
200: Student Motivation Mindset; Compliance vs. Learning for CCR	200: Defining Mastery & Proficiency	200: Summative Assessment	200: Focusing Your Instruction To Do Less.. But Better!	200: What Should Your Gradebook Look Like?
300: Your Gradebook and What It Represents?	300: Goal Setting, Meta-Cognition and Ownership For Students.	300: Fusing It All Together	300: Evaluating Outcomes For Students	300: Parent & Student Communication

TECHNOLOGY //



Course Description:

Technology Micro-Credentialing is to develop the skill set for teachers to successfully integrate technology into their pedagogy. The courses encompassed into this badge will challenge teachers to incorporate the most recent and updated technology practices in education. This includes, but is not limited to, uses of district hardware and programs, use of social media within the classroom, and integration of tools and

Essential Learning Objectives (ELO):

- Teachers will apply basic troubleshooting techniques to district supplied equipment and programs.
- Teachers will actively participate in professional learning networks outside of SD 129.
- Teachers will apply universal design to lessons and develop differentiated instruction for diverse learners.
- Teacher will model and/or explain applications of instructional technology within a given situation, and identify the specific tools and strategies to accomplish an objective.
- Teachers will engage in reflective practices to deepen student learning while utilizing instructional technology.

Course Sequencing				
ELO1 (T1)	ELO2 (T2)	ELO3 (T3)	ELO4 (T4)	ELO5 (T5)
100: Tech Integration: Introduction to Instructional Technology	100: Tech Integration: SD 129 Software	100: Expanding Your PLN	100: Universal Design for Learning	100: Increasing Student Engagement
200: Tech Integration: Frameworks	200: Technology In the Classroom	200: Digital Citizenship	200: Technologies for the Struggling Learner (Reading, Writing, and Math)	200: Finding and Vetting Technology Resources
300: Tech Integration: Application	300: Tech Integration: Survey of Technology	300: Creating Student Voice	300: Assistive Technology - Student Specific Tools for Low Incidence Disabilities	300: Applying the 4 C's in the Classroom

Finding and Vetting Technology (T5:200)

Cori Sparks

Participants will examine a range of technology tools that can be used to support struggling readers and writers. You will walk away with tools and strategies you can use with your class tomorrow!

12405 01/10/19 4:00pm - 5:15pm WAHS-A112

Universal Design For Learning (T4:100)

Cori Sparks

Participants will analyze the three principals of Universal Design for Learning (UDL) and identify examples that they have encountered in their classrooms.

12401 02/14/19 4:00pm - 5:15pm WAHS-A112

Applying The 4C's In The Classroom (T5:300)

Cori Sparks

Participants will identify and discuss the 4 C's which will then be used to create their action research project.

12406 01/24/19 4:00pm - 5:15pm WAHS-A112

Technologies For the Struggling Learner (Reading, Math, and Writing) (T4:200)

Stephanie Leo

Participants will analyze the three principals of Universal Design for Learning (UDL) and identify examples that they have encountered in their classrooms.

12402 02/28/19 4:00pm - 5:15pm WAHS-A112

TECHNOLOGY //

Assistive Technology- Student Specific Tools (T4:300)

Stephanie Leo

Participants will be introduced to the SETT Framework and how technology tools are used in a special education environment.

12436 03/21/19 4:00pm - 5:15pm WAHS-A112

Technology In The Classroom (T2:200)

Stephanie Leo

Participants will identify different types of technology troubleshooting scenarios and develop contingency plans for these situations.

12395 04/25/19 4:00pm - 5:15pm WAHS-A112

Technology Integration of SD 129 Software (T2:100)

Stephanie Leo

Participants will explore district specific technology and will maneuver through the different programs.

12394 04/11/19 4:00pm - 5:15pm WAHS-A112

Survey of Technology (T2:300)

Stephanie Leo

Participants will discuss the SAMR Model and Bloom's Wheel of Technology and then use these principles to develop engaging classroom lessons.

12397 05/09/19 4:00pm - 5:15pm WAHS-A112

Core Competency (Technology:CC)

Laura Beatus, Whitney Martino

This is the capstone course for all micro-credentials. The goal of the course is for participants to take the knowledge they have acquired through their course work and share with others in the district. Participants will be provided with the background, knowledge and resources to share their newly gained expertise in a peer to peer, small group and large group setting. The following topics will be addressed; adult learning theory, personality differences, coaching models and meeting facilitation.

07/30/19 Herget Middle School

08/01/19 Herget Middle School

"As someone who isn't the most tech savy, I enjoyed taking the Technology Badge classes as the instructors did a good job of breaking down the information to help me feel more comfortable learning the material. I especially liked that the instructors took into consideration my psychologist position in the schools and how it didn't fall into the typical teacher role with using technology in a classroom and helped me think outside of the box to complete assignments and apply technology strategies when counseling my special education students."

-Previn Verghese
School Psychologist
Washington



WHOLE CHILD //



Course Description:

The purpose of the Whole-Child Micro-Credential Badge is to equip teachers with a unique set of skills that supports a social-emotional learning based instructional environment. Teachers will acquire a knowledge base and set of skills that will teach students to effectively apply knowledge, attitudes, and skills to understand and manage one's emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. The courses in Whole-Child badge stem from the 5 core SEL competencies of: self-awareness, self-management responsible decision making, relationship skills, and social awareness. Topics within each ELO range from learning about specific unique characteristics and features of various student populations to preventative and reactive strategies to establish a safe, respectful, supportive, and challenging learning environment. Teachers will be challenged to evaluate their own beliefs, perceptions and methods of support as the journey through the courses.

Essential Learning Objectives (ELO):

- Teachers will gain knowledge of trauma informed practices in the school setting.
- Teachers will be able to implement proactive restorative strategies to build a safe and supportive classroom community.
- Teachers will be able to self-assess their own responses to behavior and determine what type of response
- Teachers will be able to engage in conversations on how a restorative framework can be adapted to reach all types and levels of learners in the academic setting
- Teachers will be able to identify psychological and physiological signs and characteristics of various underlying concerns that may explain the reason for specific student behaviors.

Course Sequencing				
<u>ELO1 (WC1)</u>	<u>ELO2 (WC2)</u>	<u>ELO3 (WC3)</u>	<u>ELO4 (WC4)</u>	<u>ELO5 (WC5)</u>
100: Trauma Informed Care - The Wounded Student	100: Signs of Distress and Working with the Wounded Child	100: Implicit Bias	100: Introduction to a Restorative Framework	100: Application of Restorative Elements: Part 1
200: Self Awareness Strategies: Developing 21st Century Skills	200: Verbal De-escalation Strategies	200: Working with Chronic Offenders and Chronic Truants	200: Understanding Restorative Strategies	200: Application of Restorative Elements: Part 2
300: Bullying Awareness and Prevention	300: Substance Abuse and the Effects on the School Community	300: Using Restorative Practices to Respond to Adverse Behaviors	300: Using Restorative Circles as an Academic and Social Emotional Tool	300: Using Restorative Strategies for all Learners

Substance Abuse And The Effects On The School Community (WC2:300)

Joy Howard and Gina Krizman

In order to manage a crisis we have to first understand it. The likelihood of the behavior happening again often depends upon our initial response to it. This course will take a look at how best to deal with the aftermath of the crisis. We will also examine the steps that need to be put into place in order for the student to successfully re-enter your classroom.

12472 01/09/19 4:00pm - 5:15pm WAHS-A112

Introduction to a Restorative Framework (WC4:100)

Joy Howard and Gina Krizman

Participants will be introduced to the restorative framework, the history of a restorative model and begin to discuss the benefits of using a restorative framework for academic and social emotional skill instruction.

12476 1/17/19 4:00pm - 5:15pm WAHS-A112

WHOLE CHILD //

Application of Restorative Elements: Part 2 (WC5:200)

Joy Howard and Gina Krizman

Participants will learn the restorative elements of fair process, separating the deed from the doer, psychology of affect and the compass of shame.

12480 02/21/19 4:00pm - 5:15pm WAHS-A112

Understanding Restorative Strategies (WC4:200)

Joy Howard and Gina Krizman

Participants will learn the restorative strategies of affective statements, affective questions, and small impromptu conversations

12477 03/7/19 4:00pm - 5:15pm WAHS-A112

Using Restorative Strategies For All Learners (WC5:300)

Joy Howard and Gina Krizman

Participants will learn both academic and community building restorative strategies to reach the needs of students from diverse populations and special needs.

12481 04/04/19 4:00pm - 5:15pm WAHS-A112

Mindfulness for Teachers (WC3:100)

Joy Howard and Gina Krizman

Participants will learn ways to introduce mindfulness practices into the classroom setting

12473 05/02/19 4:00pm - 5:15pm WAHS-A112

Application of Restorative Elements: Part 1 (WC5:100)

Joy Howard and Gina Krizman

Participants will learn the restorative elements of the fundamental hypothesis and social discipline window.

12479 02/12/19 4:00pm - 5:15pm WAHS-A112

Using Restorative Circles As An Academic and Social Emotional Tool (WC4:300)

Joy Howard and Gina Krizman

Participants will learn various ways to implement restorative circles for academic integrations as well as proactive community building purposes.

12478 03/14/19 4:00pm - 5:15pm WAHS-A112

Using RP Strategies to Respond to Adverse Behaviors (WC3:300)

Joy Howard and Gina Krizman

Children find themselves in precarious situations that often lead to escalated conflict with their peers. In this course, teachers will learn a variety of conflict resolution strategies. Time will be given to develop ways to implement strategies into their classroom so teachers are prepared when conflict arises in their classroom.

12475 4/24/19 4:00pm - 5:15pm WAHS-A112

Core Competency (Whole Child:CC)

Laura Beatus and Whitney Martino

This is the capstone course for all micro-credentials. The goal of the course is for participants to take the knowledge they have acquired through their course work and share with others in the district. Participants will be provided with the background, knowledge and resources to share their newly gained expertise in a peer to peer, small group and large group setting. The following topics will be addressed; adult learning theory, personality differences, coaching models and meeting facilitation.

07/30/19 Herget Middle School

08/01/19 Herget Middle School

"The Whole Child Badge is a series of courses that will empower you with the tools you need to assist your students and make a difference in the environment of your classroom and school. My experience with this course was very enriching and eye opening. I looked forward to each class because of the abundance of information and strategies that I could implement the next day with my students. Restorative circles and practices, de-escalation skills, and the ways to assist a student who has experienced trauma are just a few of the topics presented. I strongly encourage any faculty member who directly works with children, who has children or grandchildren of their own to enroll in this course. It is only two, one-hour sessions a month. This is a great opportunity to engage with other colleagues, acquire important skills, add professional development hours and even receive four in-district graduate credits when you finish. Believe me you will not be disappointed."

-Victoria Alvira-Ocaio, Bilingual LBS, Greenman

PD MONDAY //

Please Note: Monday PD is only open to elementary staff

Monday PD-Decoding Strategies

Robyn Ulrich

Based on the Reading Strategies Book, by Jennifer Serravallo, come dive into some familiar and unfamiliar strategies to help your students become stronger and more confident readers.

12777	02/11/19	2:45pm - 3:30pm	Hall Book Room
-------	----------	-----------------	----------------

Monday PD-Digging into Writing Strategies

Jill Roderick

Join me in taking an in-depth look at Jenifer Serravallo's book on simple, yet impactful writing strategies that you can implement with your students right away. Also, a session bonus-you will walk away with a hand-created anchor chart of your choosing!

12758	01/14/19	2:45pm - 3:30pm	Fearn
12746	03/04/19	2:45pm - 3:30pm	Smith Room 15

Monday PD-Guided Reading in the Bilingual Classroom K-5

Karina Luviano

Struggling to help your readers that have gaps in their foundational decoding reading skills? Come to learn different decoding strategies that can help students become stronger and more confident readers.

12751	02/04/19	2:45pm - 3:30pm	Hill LMC Room 120
-------	----------	-----------------	-------------------

Monday PD-Independent Reading with Conferencing K-1

Lindsay Hejzmanek

Are you wondering what independent reading looks like in the primary classroom? Come to learn how a student's interactions with any book can count as reading. In this session, participants will learn that conferencing with students, before they can read the words, is important early instruction.

12755	02/11/19	2:45pm - 3:30pm	McCleery LMC
-------	----------	-----------------	--------------

Monday PD-Investigations Training-Kindergarten

Lindsay Hejzmanek

Begin to learn the ins and outs of the investigations program by experiencing the math lessons together.

12767	04/01/19	2:45pm - 3:30pm	Greenman LMC Room 250
12768	04/15/19	2:45pm - 3:30pm	McCleery LMC
12769	04/22/19	2:45pm - 3:30pm	Goodwin
12770	04/29/19	2:45pm - 3:30pm	Schneider Room 4
12771	05/06/19	2:45pm - 3:30pm	Hall Book Room

Monday PD-Investigations Training-First Grade

Robyn Ulrich

Begin to learn the ins and outs of the investigations program by experiencing the math lessons together.

12772	04/01/19	2:45pm - 3:30pm	Freeman LMC
12773	04/15/19	2:45pm - 3:30pm	Nicholson Library
12774	04/22/19	2:45pm - 3:30pm	Fearn
12775	04/29/19	2:45pm - 3:30pm	Smith Room 7
12776	05/06/19	2:45pm - 3:30pm	Hill LMC Room 120

Monday PD-Investigations Training-Second Grade

Amy Watson

Begin to learn the ins and outs of the investigations program by experiencing the math lessons together.

12778	04/01/19	2:45pm - 3:30pm	Goodwin
12779	04/15/19	2:45pm - 3:30pm	Schneider Room 4
12780	04/22/19	2:45pm - 3:30pm	Hall Book Room
12781	04/29/19	2:45pm - 3:30pm	Greenman
12782	05/06/19	2:45pm - 3:30pm	McCleery LMC

Monday PD-Investigations Training-Third Grade

Jill Roderick

Begin to learn the ins and outs of the investigations program by experiencing the math lessons together.

12783	04/01/19	2:45pm - 3:30pm	Fearn
12784	04/15/19	2:45pm - 3:30pm	Smith Room 15
12785	04/22/19	2:45pm - 3:30pm	Hill
12786	04/29/19	2:45pm - 3:30pm	Freeman LMC
12787	05/06/19	2:45pm - 3:30pm	Nicholson

PD MONDAY //

Monday PD-Investigations Training-Fourth Grade

Kim Wicyk

Begin to learn the ins and outs of the investigations program by experiencing the math lessons together.

12788	04/01/19	2:45pm - 3:30pm	Hall Book Room
12789	04/15/19	2:45pm - 3:30pm	Greenman LMC
12790	04/22/19	2:45pm - 3:30pm	McCleery LMC
12791	04/29/19	2:45pm - 3:30pm	Goodwin
12792	05/06/19	2:45pm - 3:30pm	Schneider Room 4

Monday PD-Investigations Training-Fifth Grade

Jen Story

Begin to learn the ins and outs of the investigations program by experiencing the math lessons together.

12793	04/01/19	2:45pm - 3:30pm	Hill Flex Room
12794	04/15/19	2:45pm - 3:30pm	Freeman LMC
12795	04/22/19	2:45pm - 3:30pm	Nicholson
12796	04/29/19	2:45pm - 3:30pm	Fearn
12797	05/06/19	2:45pm - 3:30pm	Smith Room 27

Monday PD-Play. A Method of Instruction in Kindergarten

Lindsay Hejtmanek

Play shouldn't be something that happens in the kindergarten classroom when the work is over. In this course, you will learn how to find the work in play and the play in work.

12750	02/04/19	2:45pm - 3:30pm	McCleery LMC
-------	----------	-----------------	--------------

Monday PD-Progression of Understanding for Multiplication and Division

Kim Wicyk, Jen Story and Jill Roderick

Multiplication and division are major work for grades 3-5. They are also skills that have so many layers of understanding. When students do not build a foundational understanding and miss out on an underlying concept, we begin to see them struggle as they progress through the grades. During this course, teachers will work to build a progression of understanding for multiplication and division to understand where we are coming from and where we are going.

12754	02/11/19	2:45pm - 3:30pm	Schneider Room 4
-------	----------	-----------------	------------------

Monday PD-QFT

Jen Story

Do you need a new method to elicit effective questions from your students? The Question Formulation Technique is a way to help your students not only think of questions, but help them determine the best type of question needed for the situation.

12750	02/04/19	2:45pm - 3:30pm	McCleery LMC
-------	----------	-----------------	--------------

Monday PD-Reading Decoding Strategies for 2nd and 3rd Grade

Jill Roderick and Amy Watson

Struggling to help your readers that have gaps in their foundational decoding reading skills? Come to learn different decoding strategies that can help students become stronger and more confident readers.

12752	02/04/19	2:45pm - 3:30pm	Nicholson Library
12753	02/11/19	2:45pm - 3:30pm	Smith Room 11

Monday PD-Running Records 3-5

Kim Wicyk

Running records can sound like they'll be time-consuming but they don't have to be! This course will discuss ways to embed running records for grades 3-5 in what is already happening at the guided reading table.

12747	01/14/19	2:45pm - 3:30pm	Freeman LMC
-------	----------	-----------------	-------------

Monday PD-Running Records K-2

Amy Watson

Come to this course to talk about how to analyze a running record and be able to gain information that will help inform your next instructional steps.

12748	01/14/19	2:45pm - 3:30pm	Goodwin
-------	----------	-----------------	---------

PD MONDAY //

Monday PD-Shared Reading

Amy Watson

Come gain some Shared Reading strategies that you can use to help re-engage your reading instruction.

12757 03/04/19 2:45pm - 3:30pm Greenman LMC

Monday PD-Signposts for Non-Fiction

Jen Story

Notice and Note has changed the way we teach with fiction texts! We are seeing students engage with the text in amazing ways! This course will walk participants through a few different options for using similar strategies with informational texts.

12749 02/04/19 2:45pm - 3:30pm Hall Book Room

Monday PD-The Ramped Up Read Aloud

Robyn Ulrich

This course is a book study of the newest Maria Wather book, The Ramped Up Read Aloud. We will work through the text's key ideas.

12756 01/14/19 2:45pm - 3:30pm Greenman LMC

Monday PD-What is Math Workshop?

Kim Wicyk

Math Workshop contains many components that allow for differentiation, engagement, and assessment. This course will discuss ways we can meet the needs of all students during our math choosing!

12756 03/04/19 2:45pm - 3:30pm Schneider Room 4
