

PD Flex Opportunities



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Late Winter-Spring 2017-18



SDWD PD Flex Offerings Late Winter-Spring 2017-18

General Information:

In this PD Flex packet, you will find all of the events being offered for PD Flex credit in the Late Winter-Spring 2017-18. All events listed in this booklet and on the C/I Professional Learning Calendar are pre-approved for PD Flex. Most of the events posted online include a location and a contact person.

How Do I Register for Events?

1. Go to www.sdwd.k12.wi.us
2. Hover over “District” then go down to “Office of Curriculum and Instruction” and click.
3. On the C/I Homepage, you will see a Professional Learning Calendar. You can easily scroll through from month to month.
4. All PD Flex Events are in **green** on the calendar. Any event that has a CHECKMARK on it, means you can register online. If you click on the event, you should see the description, etc.
5. To register for the event, just click on the event. A box will pop up that asks you to “sign in.” Click “sign in,” and then you will be prompted to enter your username and password. Click “forgot my password.” Enter your username which is the first part of your email address—just like your login to get onto your computer (bgrove for example). Click submit and an email will be sent to you from webmaster with a link to create a new password. Do so, and document your password.
6. Once you set your password you should be able to sign in and register. You will receive notification in your email that you are registered. Once you have your password, you will not need to recover it for each event. Just click on the event and put in your username and password.

How Do I Register for a Book Study?

All Book Studies are listed on the January 12th Calendar Date. They are listed here only for organization and RSVP. Go to January 12th and Click on the Book Study you would like to RSVP for. Follow the same process as described above.

If you have specific questions about dates, etc, for Book Study, please contact the facilitator. By registering online you will be put on our list for book distribution.

Please register for book studies by January 12th so we can have time to organize books and order if need be. Books will be distributed shortly after they arrive.

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Late Winter-Spring Book Study Offerings

All Book Studies Can Be Claimed for 8 Hours of PD Flex Unless Otherwise Noted.

Choice Words

Author: Peter Johnston
Audience: All Teachers 4K-12
Dates: February 5 and February 12: 4:00-5:30
Location: Spring Hill LMC
Facilitators: Monica Gavinski
Description:

In productive classrooms, teachers don't just teach children skills: they build emotionally and relationally healthy learning communities. Teachers create intellectual environments that produce not only technically competent students, but also caring, secure, actively literate human beings.

Choice Words shows how teachers accomplish this using their most powerful teaching tool: language. Throughout, Peter Johnston provides examples of apparently ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a study by accomplished literacy teachers, the book demonstrates how the things we say (and don't say) have surprising consequences for what children learn and for who they become as literate people. Through language, children learn how to become strategic thinkers, not merely learning the literacy strategies. In addition, Johnston examines the complex learning that teachers produce in classrooms that is hard to name and thus is not recognized by tests, by policy-makers, by the general public, and often by teachers themselves, yet is vitally important.

This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world, their peers, and themselves in new ways.

Drive: The Surprising Truth About What Motivates Us

Author: Daniel H. Pink
Audience: All Teachers 4K-12
Dates: February 19th, March 19th, April 23rd 4:00-5:00
Location: WDHS
Facilitators: Hugh Gaston
Description:

Most people believe that the best way to motivate is with rewards like money—the carrot-and-stick approach. That's a mistake, says Daniel H. Pink (author of *To Sell Is Human: The Surprising Truth About Motivating Others*). In this provocative and persuasive new book, he asserts that the secret to high

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performance and satisfaction—at work, at school, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.

Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does—and how that affects every aspect of life. He examines the three elements of true motivation—autonomy, mastery, and purpose—and offers smart and surprising techniques for putting these into action in a unique book that will change how we think and transform how we live.

Notching Up the Nurtured Heart Approach: The New Inner Wealth Initiative for Educators

Author: Howard Glasser

Meeting Dates: TBA Based on Participants

Audience: All Teachers 4K-12

Facilitator: Liz MacAskill

With this book, educators will recognize that it does not take better or different curriculum, more staff, or more dollars to bring about amazing and sustained transformations in classrooms and schools. Instilling inner wealth in students takes only a few minutes of intervention each school day. The result: more productive and better-behaved students, more productive classrooms and schools, and a better future for each child. This book has a fresh slant on the Nurtured Heart Approach that will benefit educators, parents and therapists, whether they're well-versed in the Nurtured Heart Approach or newcomers to this work. In this latest book, Glasser takes his Nurtured Heart Approach to a new level that nurtures and builds inner wealth in every child.

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Author: Anthony Muhammad

Audience: All Teachers 4K-12

Dates: To Be Determined based on participant feedback

Location: TBD

Facilitators: Allison Hoch

Description:

Ensure learning equality in every classroom. Investigate previous and current policies designed to help close the achievement gap. Examine predominant mindsets that contradict school missions to promote equal academic opportunities, and consider the psychological impact this has on students. Explore strategies for adopting a new mindset that frees educators and students from negative academic performance expectations. Delve into the factors that impact achievement inequality while considering the mindsets and frameworks related to the achievement gap. Read about case-studies of schools that have experienced success in reducing the achievement gap through embracing the principles of the liberation mindset.

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Poor Students, Rich Teaching: Mindsets for Change

Author: Eric Jensen

Audience: All Teachers 4K-12

Dates: February 6, March 8, April 10 4:00-5:00

Location: WDHS

Facilitators: Todd Braun

Description:

Eric Jensen shares in *Poor Students Rich Teaching: Mindsets for Change* his story on how a teacher made a difference in his life. From this interaction, his goal is to promote research-based practices that allow teachers to make rich-teaching differences in the lives of all students--especially those live in poverty.

You will learn skills to implement into your classroom that can be applied immediately. My take on Jensen's title is that he could have eliminated the *Poor Students* portion as these practices definitely apply for all children. The goal after each book discussion session will be to implement a change in your classroom.

Principles to Action: Ensuring Mathematical Success for All

Author: NCTM (National Council of Teachers of Mathematics)

Audience: All Math Teachers 4K-12

Dates: February 12, March 19, April 16: 4:00-5:00

Location: Spring Hill Kerri Ryan's Room E122

Facilitator: Kerri Ryan

Description:

What it will take to turn the opportunity of the Common Core into reality in every classroom, school, and district? Continuing its tradition of mathematics education leadership, NCTM has undertaken a major initiative to define and describe the principles and actions, including specific teaching practices, that are essential for a high-quality mathematics education for all students.

This book offers guidance to teachers, mathematics coaches, administrators, parents, and policy makers on the following:

- ✓ Provides a research-based description of eight essential Mathematics Teaching Practices
- ✓ Describes the conditions, structures, and policies that must support the Teaching Practices
- ✓ Builds on NCTM's Principles and Standards for School Mathematics and supports implementation of the Common Core State Standards for Mathematics to attain much higher levels of mathematics achievement for all students.
- ✓ Identifies obstacles, unproductive and productive beliefs, and key actions that must be understood, acknowledged, and addressed by all stakeholders.
- ✓ Encourages teachers of mathematics to engage students in mathematical thinking, reasoning, and sense of making to significantly strengthen teaching and learning.

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Join me to collaborate with other SDWD teachers to strengthen our math teaching practice and improve the learning of mathematics by engaging students in mathematical thinking, reasoning, and sense making.

Reading in the Wild

Author: Donalyn Miller
Audience: All Teachers 4K-12
Dates: February 6, February 13: 4:00-5:30
Location: Spring Hill Conference Room
Facilitator: Jen Kurtz
Description:

Join Jen for another book by Donalyn Miller, *Reading in the Wild*. A guide to understanding the complexities of leading readers. This book offers solid advice and strategies on how to develop, encourage, and assess five key reading habits and cultivate a lifelong love of reading.

Other PD Flex Eligible Events:

Tape Diagrams

Dates: January 8
Location: Kerri Ryan's Room Spring Hill E122
Facilitator: Kerri Ryan
Teachers: All Math and Science Teachers 4K-12
Times: 4:00-5:00
Description:

Participants will learn how to use tape diagrams for math problem solving. They will get a brief overview, along with opportunities to problem solve and develop problems that can be solved with this very effective tool. If you teach word problems and/or ratios, this opportunity might be right for you.

Build the Brain When it Counts – Cultivate Cognitive and Executive Function Skills Webinar

Date: January 11
Time: 3:45-5:15
Location: Lindsay Wilson's Room Spring Hill NEG131
Facilitator: Linda Marston
Teachers: All Teachers 4K-2
Description:

Build the Brain When it Counts series offers three webinars to increase the knowledge and skills of educators to nurture children's executive function skills through the cognitive, literacy and social-

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emotional thematic frameworks. The strategies and activities will illustrate an invigorating learning process to put Pre-K to Kindergarten children on a positive learning trajectory.

iReady Pilot Kick Off Webinar

Date: January 15

Time: 4:00-5:30

Location: TBA

Facilitator: Brian Grove

Teachers: All iReady Pilot Teachers Grades K-8

Description:

Join us for this kick off webinar for the iReady Pilot. All pilot teachers must attend. Webinar goals are to provide participants with general information about iReady and preparing your classroom for pilot testing.

Building Key Foundational Reading Skills: K-3rd Grade

Date: January 16 @ Lake Delton; January 17 @ Neenah Creek; January 18 @ Spring Hill (Training Room)

Time: 4:00-5:00

Facilitator: Sara Ketterer

Teachers: All sessions open to all K-3 teachers regardless of location (register for the location you want)

Description:

Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. This presentation takes you through the progressive steps in teaching the Common Core State Standards in foundational reading skills from Kindergarten through third grade.

Participants will learn the foundational reading skill expectations to be mastered K -3 and how the scope and sequence in each grade level weaves together in a cumulative and logical progression.

This training is targeted to individuals who are involved with teaching/supporting reading development at the K-3 grade levels.

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Google Session: Google Classroom

Date: January 17, March 13 (Repeated Sessions)

Time: 4:00-5:00

Location: WDHS LMC Computer Lab

Facilitator: Ashleigh Ziehmke

Teachers: All Teachers Grades 2-12

Description:

Join Ashleigh in this one-hour session on Google Classroom. Participants will learn how to set up Classroom, create assignments, and utilize Classroom for grading. In addition, you will learn ways that Classroom can help to individualize and modify assignments and sync with your Google Calendar and Drive to help minimize the amount of paper you take home!

Google Session: Grading With Goobric – A Guaranteed Time Saver!

Date: January 18

Time: 4:00-5:30

Location: WDHS LMC Computer Lab

Facilitator: Teri Nelson

Teachers: All Teachers Grades 3-12

Description:

Want to make grading with rubrics a breeze in Google Classroom? Come to this session to learn how to set up and use an online rubric extension called Goobric. Goobric allows you to pull up a rubric right in the same window as any Google Doc, Drawing, Slideshow assignment for ease of grading. It will also post the final rubric right to the student's assignment or email to them; plus, record all your scores on to one spreadsheet. This session will teach you how to access the the extension and add-on necessary for Goobric, create a rubric, attach it to a Google Classroom assignment, and access the data. (Works best with Google Classroom).

Introduction to Writer's Workshop

Date: January 22

Time: 4:00-5:00

Location: Spring Hill LMC

Facilitator: Jen Kurtz

Teachers: All Teachers 4K-8

Join Jen as she takes you through the basics of Writer's Workshop! You will learn the structure of the model, what happens in each part, and how students can take charge of their own learning as they become actively engaged in the writing process.

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Bridges Implementation: Pacing Webinar

Date: January 23
Time: 4:00-5:00
Location: Kerri Ryan's Room Spring Hill E122
Facilitator: Kerri Ryan
Teachers: All Bridges Math Teachers K-5
Description:

Pacing can sometimes be a challenge during the implementation process. In this webinar, we'll consider tips, ideas, and tools that will help you to move ahead with the greatest ease and benefit.

Build the Brain When it Counts – Nurture Social Emotional Domain Webinar

Date: January 25
Time: 3:45-5:15
Location: Lindsay Wilson's Room Spring Hill NEG131
Facilitator: Linda Marston
Teachers: All Teachers 4K-2
Description:

Using a thematic framework of the 'Emotional World', this webinar will illustrate a variety of enriching early experiences to foster the social-emotional development of Pre-K and Kindergarten students. A popular children's book will serve as the focal point for exploring the theme of emotions. Educators will learn how to design and deliver diverse activities to advance student growth in self-regulation and problem-solving based on neuroscience findings.

Standards for Math Practices (SMP) Series Part 3 of 4

Dates: January 25
Location: Kerri Ryan's Room Spring Hill E122
Facilitator: Kerri Ryan
Teachers: All Math and Science Teachers 4K-12
Times: 4:00-5:00

Participants will dive into each Standard of Mathematical Practice. They will learn about the practice, what it looks like in the classroom, and engage in math problems that support the practice. Note: This series will be different from last year's series. **Register for each PD Flex date separately.** September 21, November 7, January 25, and April 10. The target audience is all teachers of Math and/or Science in Grades 4K-12.

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Bridges Support Group

Dates: January 29
Location: Kerri Ryan's Room Spring Hill E122
Facilitator: Kerri Ryan
Teachers: All Elementary Math Teachers
Times: 4:00-5:00

This is a chance to meet with teachers at all grade levels to support, ask questions, and bounce ideas off of each other regarding Bridges to Mathematics materials. Participants will be encouraged to submit topics of discussion prior to the meeting. Register for each PD Flex date separately. November 9, January 29, March 12, and April 30. Target audience is all elementary math teachers.

Google Session: Google Drive Basics

Date: January 30, March 5 (Repeated Sessions)
Time: 4:00-5:00
Location: WDHS LMC Computer Lab
Facilitator: Ashleigh Ziehmke
Teachers: All Teachers Grades 4K-12
Description:

Join Ashleigh in this one-hour session to learn the basics of all things Google Drive! Participants will receive an overview of Google Drive features such as Google Sheets, Google Docs, Google Slides, Google Forms, and Google Drawing. In addition, you will learn more about how to organize your Drive, create team folders, and how to access Google Extensions to enhance your Google Usage.

Lucy Calkins Work Session: Beginner to Advanced

Dates: February 1, March 15 (attend one or both; register separately)
Location: February 1 – Spring Hill Training Room W118 and March 15 – Spring Hill LMC
Facilitators: Julie Ennis, Jen Kurtz, and Multiple Facilitators from SDWD
Teachers: All K-8 ELA Teachers
Times: 4:00-5:00
Description:

Training for beginners to advanced: we will cater to your needs. All staff who had the opportunity to train with Lucy in New York will be here to assist you in any way necessary. We have a plethora of resources and are happy to answer questions. If you simply need time to plan, then this can be your night as well.

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Word Problems

Dates: February 5

Location: Kerri Ryan's Room Spring Hill E122

Facilitator: Kerri Ryan

Teachers: All Math Teachers 4K-12

Times: 4:00-5:00

Description:

Participants will learn about the different word problem types, which types are developmentally appropriate for their grade level, strategies for solving, and how to write an effective word problem.

Close Reading With Doug Fisher (Webinar)

Dates: February 7

Location: Spring Hill Training Room W118

Facilitator: Brian Grove

Teachers: All Teachers 4K-12

Times: 4:00-5:00

Description:

Dr. Fisher uses actual classroom examples of close reading from Kindergarten-High School in this webinar. He also explains how reading expectations have changed in K-12 in a Common Core world.

Attending to the information presented in the text while recognizing their own assumptions, background knowledge and biases helps readers deeply understand what they are reading. As part of an instructional approach, close reading teaches students these skills as they read a text several times, often for different purposes and based on different questions, and critically examine it. Teachers and students also ask questions regarding the text, some of which can be answered prior to reading it and others that require a deeper understanding based on evidence from the text. In this edWebinar, Dr. Douglas Fisher will focus on questions that require repeated close readings to be answered. These questions involve general understandings, key details, vocabulary and text structure, author's purpose, inferences, and opinions and arguments. Attend this session to learn how to:

- Identify the major components of close reading
- Describe the differences between close reading in elementary and secondary schools
- Differentiate between questions that do and do not require evidence from the text

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Supporting Early Readers-Strategies for Decoding Workshop

Date: February 7 @ Lake Delton; February 8 @ Neenah Creek; February 27 @ Spring Hill (TBA)

Time: 4:00-5:00

Facilitator: Sara Ketterer

Teachers: All sessions open to all K-3 teachers regardless of location (register for the location you want)

Description:

In this training participants will work “hands-on” with learning and applying evidence-based decoding strategies that help early readers develop stronger word attack skills. Participants will walk away from this training better equipped to “unpack” complexities in the English language and to help their students’ build stronger reading/writing acquisition skills by understanding the orthographic patterns, syllable types and syllable division patterns within the English language structure.

This training is targeted to K-3 teachers and individuals involved with supporting reading/spelling development at these grade levels.

Alpine Achievement Data System Training (Initial Training)

Dates: February 8

Location: Spring Hill Training Room

Facilitator: Dawn Sine

Teachers: All Teachers 4K-12

Times: 4:00-5:00

Description:

What is Alpine Achievement? Alpine is a system that the SDWD utilizes a “one stop shop” for all things data. Every assessment that students have taken in our district (local and State) is uploaded into Alpine. Teachers can easily access student data portfolios to gain a data snapshot and historical achievement history of every child in the district. Join Dawn to learn the basics of this powerful tool. Note that if you have already had this Initial Training, that there is a more advanced session offered on March 8th.

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Google Session: Google Tips & Tricks

Dates: February 8
Location: WDHS LMC Computer Lab
Facilitator: Teri Nelson
Teachers: All Teachers 4K-12
Times: 4:00-5:30
Description:

Join Teri in this one-hour session geared to help you maximize what Google Chrome can do for you! This session will introduce you to several Google Extensions and add-ons that are educator must-haves to bring more efficiency to your life.

Executive Function Series: Develop Cognitive Flexibility Webinar

Date: February 15
Time: 3:45-5:15
Location: Lindsay Wilson's Room Spring Hill NEG131
Facilitator: Linda Marston
Teachers: All Teachers 4K-2
Description:

Executive Function Series: Executive functioning and self-regulation — recalling relevant information to complete a task, filtering out distractions and exercising self-regulation, and adapting and adjusting to changing demands — are particularly challenging for students with significant communication, behavioral and cognitive needs. This webinar series will discuss support strategies to develop and strengthen executive function and self-regulation skills and compensate for any deficit areas to enable academic and life success.

This Session: Students with autism and intellectual disabilities often find it challenging to adjust to changes in strategies, shifting focus from one task to another, transitioning to different environments and personnel, changes in routine, etc. This webinar session will discuss how to compensate for any deficit areas using student and context-specific examples and help students to develop cognitive flexibility to adapt to different rules in different settings, be flexible and apply varied strategies to work out a problem or to resolve a conflict with others.

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Best Practices in Special Education:

Dates: February 15 and March 22 (Register for one or both)

Location: Spring Hill Training Room W118

Facilitator: Dawn Sine

Teachers: All Special Education Teachers 4K-12

Times: 4:00-5:00

Description:

Join Dawn to stay on top of best practices in Special Education and to stay in the know with paperwork updates. Bring your questions about paperwork, programming, IEP's, etc.

Bridges Educator Site: Overview Webinar

Date: February 19

Time: 4:00-5:00

Location: Kerri Ryan's Room Spring Hill E122

Facilitator: Kerri Ryan

Teachers: All Bridges Math Teachers K-5

Description:

Have you recently utilized the Bridges Educator Site? Would you like to learn more about it? Or review what you know? In this overview, we'll tour the site and review a myriad of helpful tools including Curriculum, Resources, and Implementation.

Google Session: GMAIL, Calendar, and Groups

Date: February 21

Time: 4:00-5:00

Location: WDHS LMC Computer Lab

Facilitator: Ashleigh Ziehmke

Teachers: All Teachers 4K-12

Description:

Want to do more with GMAIL, Calendar, and Groups? Join Ashleigh for this one-hour session on how to better utilize these tools to help organize you and your classroom. Participants will learn the following:

- Organize and personalize your GMAIL Inbox as well as how to archive emails and find them later.
- Set up your personal calendar, sync it with your team, and utilize it for conferencing, parent meetings, team items, etc.
- Create groups within your GMAIL for easy mass-emailing, creating groups for Academic Success Period groupings, data sharing, teacher collaboration, and discussion platforms.

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Microsoft Translator

Date: February 26
Time: 4:00-5:00
Location: WDHS LMC Computer Lab
Facilitator: Kate Clausius
Teachers: All Teachers 4K-12
Description:

Join Kate as she demonstrates the basics of this valuable translation tool to help you better communicate with students and parents in multiple languages.

Google Session: Google Community

Date: February 27
Time: 4:00-5:00
Location: WDHS LMC Computer Lab
Facilitator: Ashleigh Ziehmke
Teachers: All Teachers 4K-12
Description:

Google allows a platform for professional social networking via the Google Community. Join Ashleigh for this one-hour session on how to join and be an active member of the Google Community. Participants will learn the following:

- How to utilize Google Community to collaborate with other educators.
- How to follow different people and communities for professional learning.
- How to post questions and ideas for others to answer and view.

S.O.S.: Systematic Oral Spelling

Date: March 1 @ Spring Hill (Training Room); March 13 @ Lake Delton; March 22 @ Neenah Creek
Time: 4:00-5:00
Facilitator: Sara Ketterer
Teachers: All sessions open to all K-3 teachers regardless of location (register for the location you want)
Description:

Research shows that approaching spelling instruction through a systematic, organized approach is more effective than spelling programs that are based on random memorization of words. In this training, participants will learn a brief history of the English language, the benefits of teaching spelling patterns, when patterns are used, which patterns are most frequent and multisensory strategies for segmenting sounds in words and linking sounds to letters.

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This training is targeted to K-3 teachers and individuals involved with supporting reading/spelling development at these grade levels.

Google Session: Google Forms

Date: March 1 and April 16

Time: 4:00-5:00

Location: SH LMC Lab

Facilitator: Ashleigh Ziehmke

Teachers: All Teachers 4K-12

Description:

Google Forms is one of the most powerful Google tools for your classroom and for your personal organization. Join Ashleigh and explore you how you can best leverage forms. Participants will leave with an understanding of:

- Using Google Forms as a powerful assessment tool.
- How to set up graphs, pictures, and different question types.
- How to translate the data from Forms into Google Sheets for easier data organization.
-

Exploring the Depths of Knowledge

Date: March 5

Time: 4:00-5:00

Location: Spring Hill Training Room W118

Facilitator: Brian Grove

Teachers: All Teachers 4K-12

With Wisconsin now finding some stability in state assessments, we will begin to invest more time in understanding how the assessments mapped and what they are attempting to measure. Although we don't teach to the test, the best "test prep" is having a strong understanding of the CCSS that our students and schools are held accountable for. We need to be aware of the rigor levels associated with assessments at different grade levels. Through this workshop, we will explore depths of knowledge (DOK) and answer the following questions: Do the rigor of the questioning techniques, tasks, and assessments we use in our classrooms every day match the rigor levels of the questions students are asked on state assessments and in the CCSS? Have you considered how much time you spend on low rigor vs. high rigor assignments and tasks? Join us as we explore the depths of knowledge in this two hour workshop. Participants will walk out with a solid understanding of the DOK and its relation to the everyday classroom.

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Visible Learning in Literacy: Webinar

Date: March 7
Time: 4:00-5:00
Location: Spring Hill Training Room W118
Facilitator: Brian Grove
Teachers: All Teachers 4K-12
Description:

“All students deserve a great teacher, not by chance, but by design.” John Hattie’s research – over 800 meta-studies on learning and achievement, involving more than 800 million students – has transformed education. Join Dr. Nancy Frey, Professor of Educational Leadership at San Diego State University and co-author of the new book *Visible Learning for Literacy*, as she delves into how Hattie’s findings apply to literacy instruction and how educators can implement the practices that work best to accelerate student learning. Topics will include the surface, deep, and transfer phases of learning; the activities and routines that are most effective at different phases of learning; and eight key mind frames for teachers and how they apply to curriculum planning. Educators will come away with a deeper understanding of how they can use effect size to determine – and maximize – their impact on student learning.

Alpine Achievement Data System Training (Part 2)

Dates: March 8
Location: Spring Hill Training Room
Facilitator: Dawn Sine
Teachers: All Teachers 4K-12 (those who have already attended the initial training)
Times: 4:00-5:00
Description:

This session is targeted towards those who have already taken the Initial Alpine Training and understand how to log in, search students, create student profiles, and document interventions. In this session, we will focus on creating groups, dashboards, and spreadsheets.

Executive Function Series: Building Memory and Focus Webinar

Date: March 8
Time: 3:45-5:15
Location: Lindsay Wilson’s Room Spring Hill NEG131
Facilitator: Linda Marston
Teachers: All Teachers 4K-2
Description:

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Executive Function Series: Executive functioning and self-regulation — recalling relevant information to complete a task, filtering out distractions and exercising self-regulation, and adapting and adjusting to changing demands — are particularly challenging for students with significant communication, behavioral and cognitive needs. This webinar series will discuss support strategies to develop and strengthen executive function and self-regulation skills and compensate for any deficit areas to enable academic and life success.

This Session: Remembering the information required to completing a task, and sustaining attention during a particular activity are skills that learners require to be successful in academic activities and to develop self-dependence. Augmented with student scenarios and context-specific situations, this webinar session will discuss and illustrate a variety of instructional support strategies to build and strengthen the working memory, attention and focus of students with autism and intellectual disabilities to enable them to succeed in school and beyond.

Bridges Implementation: Problem Strings Webinar

Date: March 15

Time: 4:00-5:00

Location: Kerri Ryan's Room Spring Hill E122

Facilitator: Kerri Ryan

Teachers: All Bridges Math Teachers K-5

Description:

Problem Strings are new to many third, fourth, and fifth grade teachers. It's not unusual to experience early challenges with this routine. In this webinar, we'll define Problem Strings and their purpose and consider tips, ideas, and tools that will help you to implement them effectively.

Bridges Educator Site: Digging Deeper Webinar

Date: March 20

Time: 4:00-5:00

Location: Kerri Ryan's Room Spring Hill E122

Facilitator: Kerri Ryan

Teachers: All Bridges Math Teachers K-5

Description:

Interested in learning about some of the changes to the Bridges Educator Site? Join this webinar for a tour of these exciting new features. We'll discuss pragmatic ways to utilize the BES so you can save time and make it more applicable to your daily Bridges lessons.

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Strengthening and Self-Regulation Webinar

Date: March 22

Time: 3:45-5:15

Location: Lindsay Wilson's Room Spring Hill NEG131

Facilitator: Linda Marston

Teachers: All Teachers 4K-2

Description:

Executive Function Series: Executive functioning and self-regulation — recalling relevant information to complete a task, filtering out distractions and exercising self-regulation, and adapting and adjusting to changing demands — are particularly challenging for students with significant communication, behavioral and cognitive needs. This webinar series will discuss support strategies to develop and strengthen executive function and self-regulation skills and compensate for any deficit areas to enable academic and life success.

This Session: Will focus on a number of strategies to teach and guide students to develop self-control and strengthen self-regulation skills. Students with autism spectrum disorders (ASD) and intellectual disabilities may experience difficulties with filtering out distractions and exercising self-regulation and also may experience behavior meltdowns. In this session, participants will gain knowledge and skills in providing a variety of cognitive tools to teach students to exercise self-regulation – reflecting before acting, controlling impulses and learning to calm down, and resisting temptations and distractions – for academic and life success.

Standards for Math Practices (SMP) Series Part 4 of 4

Dates: April 10

Location: Kerri Ryan's Room Spring Hill E122

Facilitator: Kerri Ryan

Teachers: All Math and Science Teachers 4K-12

Times: 4:00-5:00

Participants will dive into each Standard of Mathematical Practice. They will learn about the practice, what it looks like in the classroom, and engage in math problems that support the practice. Note: This series will be different from last year's series. **Register for each PD Flex date separately.** September 21, November 7, January 25, and April 10. The target audience is all teachers of Math and/or Science in Grades 4K-12.

SDWD PD Flex Offerings Late Winter-Spring 2017-18

Apps and Assistive Technology to Support Executive Function Webinar

Date: April 12

Time: 3:45-5:15

Location: Lindsay Wilson's Room Spring Hill NEG131

Facilitator: Linda Marston

Teachers: All Teachers 4K-2

Description:

Executive function is often described as difficulty with planning, behavior control/regulation, organization and thinking skills. For individuals with autism, dyslexia, ADHD, learning disabilities or a nonverbal learning disability, components of executive functioning can limit functional capabilities in all areas of occupation. Students struggle with planning, memory, organization and experience frequent challenges with recalling the Who, What, When and Where of many tasks. In this session you will learn about AT tools and Apps to support many executive functioning skills such as time management, shift and flexible thinking, emotional regulation, self-monitoring, planning and prioritizing, organization, attention and focus, task initiation, and more! Join us for demonstrations, examples, discussions and methods of implementation!

Formative Assessment in Your 1:1 Classroom

Date: April 24

Time: 4:00-5:30

Location: WDHS LMC Computer Lab

Facilitator: Teri Nelson

Teachers: All Teachers 4K-12

Description:

Looking to use classroom technology to truly make your instruction more engaging? Join Teri for this session to learn how to utilize games such as Kahoot, Quizlet Live, Desmos, Socrative, etc. These tools and games are a great replacement for the traditional hand-raising approach and get more students engaged in your activities. You will also learn how to utilize these as formative assessment tools in your classroom.

SDWD PD Flex Offerings Late Winter-Spring 2017-18

Classroom Wide Core Vocabulary Instruction for Students with Significant Cognitive Disabilities Webinar

Date: April 26

Time: 3:45-5:15

Location: Lindsay Wilson's Room Spring Hill NEG131

Facilitator: Linda Marston

Teachers: All Teachers 4K-2

Description:

This webinar will review an implementation program, called Project Core, aimed at providing classroom professionals with the training, tools and ongoing support needed to deliver classroom-wide communication instruction to students with significant cognitive disabilities. The program specifically targets students who are not yet using speech, sign language or symbols to communicate in flexible ways. The instruction is delivered by teachers, teaching assistants and other classroom staff, and all students have individual access to an augmentative communication system with Universal Core vocabulary. The Universal Core vocabulary consists of 36 highly useful single words that can be used alone or in combination to communicate for a range of purposes on countless topics with a variety of communication partners. Available Universal Core vocabulary formats to support student access through direct pointing, touch, eye gaze selection, and partner-assisted scanning will be discussed, along with an online tool to guide the selection of suitable formats.

SDWD PD Flex Offerings
Late Winter-Spring 2017-18