

PD Flex Opportunities



SCHOOL DISTRICT OF WISCONSIN DELLS
CONNECT ♦ INSPIRE ♦ ACHIEVE
Everyone. Every day.

Summer 2017



SDWD PD Flex Offerings Summer 2017

General Information:

In this PD Flex packet, you will find all of the events being offered for PD Flex credit in the Summer of 2017. You may already have been assigned to a specific institute event but you should sign up for others to keep your professional learning active over the summer. Note that all institutes are repeated throughout the summer. Note that many event locations are still to be determined. With major projects happening at Spring Hill and WDHS, we will probably be finding places for the events as they draw closer. We will keep you up to date with locations via email when the dates get close.

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 May 19th Calendar Date. They are listed here only for organization and RSVP. Go to May 19th 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 May 19th so we can have time to organize books and order if need be. Books will be distributed on June 5th or 6th.

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2017 SDWD Institute Offerings

CHAMPS And Your Classroom Management and Discipline Plan

Dates: June 8 12:00-4:00 **OR** June 22 8:00-12:00 **OR** July 13 12:00-4:00
Location: June Dates in WDHS Band Room; July 13 TBD—Participants will be notified.
Facilitator: Hugh Gaston
Teachers: All Teachers 4K-12

Do you have a decent understanding of STOIC and CHAMPS but still think you could benefit from learning more? CHAMPS has been (since 2009) and continues to be our proactive approach to classroom-level positive behavior supports 4K-12 and establishes a common language and program for strategically building high quality relationships with kids. With the community and the SDWD committing to “*Connect, Inspire, Achieve: Everyone Every Day*” as our mission statement, our need for the commitment to CHAMPS principles has never been greater. Join Safe and Civil Schools Trainer, Hugh Gaston for this refresher and updates on how we can utilize CHAMPS to its fullest extent across all of our classrooms and schools to better reach all of our learners.

The Essential Components of Effective Instruction

Dates: June 13 8:00-12:00 **OR** July 12 8:00-12:00 **OR** August 3 12:30-4:30
Facilitator: Brian Grove
Location: June 13 WDHS LMC; July and August TBD---Participants will be notified
Teachers: All Teachers

Join us as we review the time tested essential components of effective instruction that maximize learning. This sectional is based on the work of Mike Schmoker who reminds us of the essential components based on the work of Madeline Hunter, Robert Marzano, Doug Fisher/Nancy Frey, James Papham and others. Join us as we review the essential components of clear learning objectives, anticipatory set, teaching and modeling, guided practice, checking for understanding & instructional adjustments, and independent practice. The claim is that if every lesson we taught in school every day included each of these essential components, we would have more of an impact on learning than any other previous effort in education. Join us to learn more. We all learned these essential components while preparing to be teachers but come join us as we put them all together to maximize instructional impact to ultimately increase student learning.

Participants should bring 2-3 lesson plans to this session

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Grade Smarter Not Harder

Dates: June 15 8:00-12:00 **OR** July 12 12:00-4:00 **OR** August 3 8:00-12:00

Location: June 15-WDHS LMC; July 12 and August 3 TBD--- Participants will be notified

Facilitators: Hugh Gaston and Mike Lovenberg

Teachers: 6-12 Teachers

Description: *Have you ever stopped to think about why you grade the way you do? Do you grade for learning or do you grade for compliance? How much training have you received on how to grade? Do you grade students the way you were graded as a kid? What is the difference between grading and reporting? Do your grading practices have a positive impact on your relationships with your students? Is the way you grade motivating for all learners? Does the grade you assign truly reflect the extent of each student is learning? Are there better ways to grade?* Join us for this four-hour examination and discussion of our current grading practices versus the reality of research-based best practices around grading.

Equity Institute

Dates: June 14 8:00-12:00 **OR** August 17 8:00-12:00

Location: June 14 WDHS LMC; August 17 TBD---Participants will be notified

Facilitator: Dawn Sine

Teachers: All Teachers

Description: The School District of Wisconsin Dells has rapidly changing landscape in terms of the demographics of the students and families we serve. Equity in education is a priority for ALL students and requires culturally courageous leadership. Through this institute, participants will learn the true meaning of equity in our schools and work with colleagues on examining the current realities versus our desired realities of equity for all students.

Best Practices in Special Education

Dates: July 18 8:00-12:00 **OR** August 14 8:00-12:00

Location: TBA—participants will be notified

Facilitator: Dawn Sine

Teachers: Special Education Teachers

Description: In this session, participants will review current processes and procedures and learn new IEP and Evaluation paper work.

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Summer Book Study Offerings

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

Mindset: The New Psychology of Success

Author: Carol Dweck

Meeting Dates: **(Register for book online—you will be contacted to select an option or dates).**

OPTION A-3 Meeting Option (Choose the time each date): Meeting #1 -June 14 7:00-8:00 **OR** 8:00-9:00
OR 12:00-1:00 Meeting #2-June 28 7:00-8:00 **OR** 8:00-9:00 **OR** 12:00-1:00 Meeting #3- July 12 7:00-8:00
OR 8:00-9:00 **OR** 12:00-1:00

OPTION B-2 Meeting Option (Must attend both): Meeting #1 July 31 8:00-9:30 and Meeting #2 August 1
8:00-9:30

Teaching Audience: All Teachers

Facilitator: Allison Hoch and Julie Ennis (Once you register online, participants will be contacted to select specific dates)

Description:

World-renowned Stanford University psychologist Carol Dweck, in decades of research on achievement and success, has discovered a truly groundbreaking idea—the power of our mindset. Dweck explains why it's not just our abilities and talent that bring us success—but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional. Dweck reveals what all great parents, teachers, CEOs, and athletes already know: how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area. This book is highly recommended for all educators and anyone that has or works with children.

What Really Matters for Middle School Readers: From Research to Practice

Author: Richard L. Allington

Audience: 5-12 Teachers

Dates: TBA Based on Participants

Location: TBA

Facilitator: Kim Torkelson

Description:

What Really Matters looks at the areas that struggling adolescents find most difficult- meaning, vocabulary (especially for academic words) and inferential comprehension- and focuses on ways to foster accelerated growth. Dr. Allington stresses that through expanding the volume of high-success reading that students experience each day, as well as through the wide variety of additional classroom

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strategies and methodologies included in the text, middle school student can achieve a working literacy proficiency.

The Book Whisperer

Author: Donalyn Miller

Audience: All Teacher 4K-12

Dates: July 10, 17, 20

Location: TBA

Facilitators: Jen Kurtz and Monica Gavinski

Description:

Donalyn Miller says she has yet to meet a child she couldn't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. The book includes a dynamite list of recommended "kid lit" that helps parents and teachers find the books that students really like to read.

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Author: Anthony Muhammad

Audience: All Teacher 4K-12

Dates: TBA based on participants

Location: TBA

Facilitators: Dawn Sine and 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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Who's Doing the Work?

Author: Jan Burkins and Kim Yaris

Meeting Dates: June 27, July 18 (Two 1.5 Hour Sessions)---Time determined by participants

Location: TBA

Teaching Audience: 4K-9

Facilitator: Sherry Moyer

Description:

Have you been reflecting on your literacy instruction and wondering how to make impactful changes? This book gives teachers practical ideas to adjust their instruction to make students more accountable for their learning. The authors assert that as students struggle, educators step in and do too much for students. Educators tend to deny students valuable learning opportunities and independence through too much scaffolding. Burkins and Yaris will help you develop instructional practices where students do most of the work. *Who's Doing the Work?* devotes a chapter to each element of balanced literacy- read aloud, shared reading, guided reading, and independent reading.

Learning by Doing: A Handbook for Professional Learning Communities at Work

Author: Richard and Rebecca DuFour, Robert Eaker, Thomas Many

Audience: All Teachers 4K-12

Dates: To Be Determined based on participant feedback

Location: TBD

Facilitator: Brian Grove

Description:

Do you wonder what we are trying to build through the PACT process? How can our district better operate as a professional learning community to improve learning for every child? How does adult learning correlate with student learning? The authors take readers through a learning journey as they examine the major shifts in schools from isolation to collaboration including offering insights on the four critical questions of learning:

1. What do we want kids to learn? (Essential Learning Standards/Curriculum)
2. How will we know if they have learned it? (Assessment)
3. What will we do if they are not learning? (Systematic Supports)
4. What will we do if they already know it? (Enriching and Extending Learning)

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Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom

Author: Rick Wormeli
Meeting Dates: TBD based on participants
Meeting Locations: TBD
Teaching Audience: Grades 4-12
Facilitator: Allison Hoch

Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students? Being sensitive to students various readiness levels and learning styles while teaching in a high stakes, standardized-testing world is challenging. What's fair and leads to real student learning? Rick Wormeli is a National Board Certified Teachers and also a regular columnist for *Middle Ground Magazine* and NASSP. He is also a highly rated speaker and regular contributor to *Education Leadership Magazine*. Wormeli's "down to earth" writing style fill this book with ideas that you can implement in your classroom from day one next year.

Collaboration and Co-Teaching Strategies for English Learners

Author: Andrea Honigfeld and Maria G. Dove
Meeting Dates: TBD based on participants
Meeting Locations: TBD
Teaching Audience: All Teachers
Facilitator: Dawn Sine

This resource provides a practical guide to collaboration and co-teaching between general education teachers and ESL specialists to better serve the needs of ELLs. Offering classroom vignettes, step-by-step guidelines, ready-to-use resources, and in-depth case studies, the authors help educators:

- Understand the benefits and challenges of collaborative service delivery
- Teach content while helping students meet English language development goals
- Choose from a range of collaborative strategies and configurations, from informal planning and collaboration to a co-teaching partnership
- Use templates, planning guides, and other practical tools to put collaboration into practice

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Other PD Flex Eligible Events:

Bridges Math Training

Dates: June 7 and 8 (Attend Both Days) (To register email Brian Grove)
Location: WDHS (Specific spots still in development)
Facilitator: Bridges Trainers
Teachers: K-5 Math Teachers
Times: 8:00-3:00 Both Days

Join us for these training days as we launch our new elementary math series! Lunch will be provided both days.

Email Registration: Brian Grove

Standards for Mathematical Practices (SMP) Summer Workshop

Date: August 14
Times: 8:00-12:00
Location: TBA
Presenter: Kerri Ryan
Teachers: Math Teachers 4K-5; 6-12 Math and Science

Description: The Standards for Mathematical Practices are central to the teaching and learning of mathematics. These practices describe the behaviors and habits of mind that are exhibited by students who are mathematically proficient. Join Kerri for a review and in-depth analysis of all 8 SMP's including classroom applications, shifts from the old standards, and how these process standards promote deeper thinking in our students.

Bridges Math Makeup Training

Dates: August 15
Location: TBD
Facilitator: Kerri Ryan
Teachers: New K-5 Math Teachers and those that did not attend the full training in June.
Times: 8:00-4:00

Kerri Ryan will host this training for those hired after the initial training and for those who did not attend the two training days in June.

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Nonviolent Crisis Intervention

Date: 2-Day Sessions June 21-22 OR August 22-23

Time: 8:00-3:30

Location: TBD

Presenter: Kari Ropicky and Tabitha Stelter

Teachers: All Teachers and TA's

Description:

There have been updates to the program, so even if you have taken this in the past it is still relevant to attend.

What is it?

A uniquely designed program that will teach you critical skills for preventing and defusing disruptive or risk behavior.

Who should take it?

EVERYONE! This is not only meant for Special Educators, but all staff who interact with students. All Special Education Teachers are encouraged to take this training if working with student who may display risk behaviors.

Exploring the Depths of Knowledge

Date: July 13 9:00-11:00 OR August 17 1:00-3:00

Location: TBD

Facilitator: Brian Grove

Teachers: All Teachers

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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