Title IIA Professional Development Course Offerings for Elementary Teachers

Eugene 4j School District

2013-2014

"EXCELLENCE IN EDUCATION"

The fundamental purpose of District 4J is to give each of our students an excellent education

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Why Professional Development Matters

The primary purpose of professional development is to increase the effectiveness of all who are engaged in the teaching-learning process. Using Title IIA funds, the district has developed a plan for Professional Development in order to foster the continuing education of its personnel, particularly as it relates to our Educator Effectiveness program and the development of individualized S.M.A.R.T. goals. Meaningful professional development can result in the betterment of students' learning experiences through increased effectiveness of teachers, specialists and administrators.

When thinking about professional development, activities such as conferences, seminars, or workshops often come to mind. University coursework and/or collaboration with colleagues may also surface as typical, professional development. However, professional development can also occur in informal contexts including work-related discussions among peers, independent reading and research, observation of another's work, webinars and other on-line trainings, etc. Educators are encouraged to engage in a variety of professional development activities designed to support the successful attainment of individual S.M.A.R.T. goals and increased student learning. For the purpose of this catalog, all course offerings will take place after school, in various locations across the district.

About the Courses

Embedded within each of the course offerings are the BIG ROCKS of high expertise teaching as a means of modeling and reinforcing best practices across all our work. In addition, professional development sessions are delivered through an equity lens ensuring each of our students' needs will be met. Should you have questions about course content, please contact the course lead; they are happy to answer any questions you may have!

BUILDING ADMINISTRATORS: To expand professional development opportunities even further, the courses offered in this catalog can be delivered, at the building and/or regional level, during regularly scheduled staff meetings and/or professional development days. If a building administrator would like to schedule a training (from this catalog) at his/her site, please contact the course lead.

In addition, over the course of this year, many of the sessions will be video recorded and made available for future viewing.

Minimum participants to run a course: 10
Maximum participants: 20

All courses are offered AFTER SCHOOL.

Overview of Courses

Mathematics

Course Title	# of Sessions	Time	Grade Level	Date(s)
Student Centered Mathematics PLC	5	1.5 hours	3rd-5th	Sept.-May
Number Talks PLC	5	1 hour	K-5	Sept.-March
Investigations Implementation	4	1 hour	3rd-4th	Sept.-Jan.
Mathematics Discourse PLC	4	1.5 hours	K-5	Oct.-March
Foundations of Mathematics Module	8	2 hours	K-5	Oct.-May

English Language Arts

Course Title	# of Sessions	Time	Grade Level	Date(s)
Bringing Words to Life PLC	4	1.5 hours	K-5	Nov.-March
Writer's Workshop	1	1.5 hours	K-5	September
Word Attack	4	1 hour	K-5	Sept.-Dec.
Fluency	1	1 hour	K-5	December
Reciprocal Teaching	2	2 hr/1.5 hr	K-5	Sept. & Nov.
Text Embedded Questions	1	1.5 hours	K-5	December
Text Complexity	1	2 hour	3rd-5th	January
Text Structure	1	1 hour	1st-5th	February

Data and Assessment

Course Title	# of Sessions	Time	Grade Level	Date(s)
How to get the Most our of Your Current Assess.	2	1.5 hour	K-5	Mar & April
Quick, Informal Assessments to Use During Class	1	2 hour	K-5	October
Class Assessment for Student Learning PLC	6	1 hour	K-5	Dec.-May

Expectations and Motivation

Course Title	# of Sessions	Time	Grade Level	Date(s)
Setting High Expectations for Students	1	1 hour	K-5	October
Strengthening Effort-Based Ability	1	1 hour	K-5	November
Active Engagement of Students	1	1 hour	K-5	January
Meaningful Feedback to Students	1	1 hour	K-5	March
Attibution Retraining for Students	1	1 hour	K-5	April
Capturing Student Attention	1	1 hour	K-5	May

Calendar of Course Offerings

September, 2013
19 (Th)   Writer's Workshop
24 (T)   Student Centered Mathematics PLC #1
                 Reciprocal Teaching #1
25 (W)   Investigations Implementation #1
26 (Th)   Number Talks PLC #1
                 Word Attack Instructional Strategies #1

October, 2013
1 (T)   Mathematics Discourse PLC #1
8 (T)   Foundations of Mathematics Module #1
15 (T)   Quick, Informal Assessments to Use During Class
22 (T)   Investigations Implementation #2
                 High Expectations
24 (Th)   Word Attack Instructional Strategies #2

November, 2013
5 (T)   Foundations of Mathematics Module #2
7 (Th)   Number Talks PLC #2
12 (T)   Effort-Based Ability
                 Word Attack Strategies #3
14 (Th)   Student Centered Mathematics PLC #2
                 Reciprocal Teaching #2
19 (T)   Bringing Words to Life PLC #1
                 Investigations Implementation #3

December, 2013
3 (T)   Class Assessment for Student Learning PLC #1
                 Foundations of Mathematics Module #3
                 Reading Fluency
10 (T)   Mathematics Discourse PLC #2
                 Word Attack Strategies #4
12 (Th)   Text Embedded Questions #1
                 Number Talks PLC #3

January, 2014
9 (Th)   Activating Student Engagement
14 (T)   Mathematics Discourse PLC #3
                 Bringing Words to Life PLC #2
16 (Th)   Investigations Implementation #4
                 Class Assessment for Student Learning PLC #2
23 (Th)   Foundations of Mathematics Module #4
                 Text Complexity

February, 2014
4 (T)	Class Assessment for Student Learning PLC #3
11 (T)	Number Talks PLC #4
	Text Structure
13 (Th)	Foundations of Mathematics Module #5
18 (T)	Student Centered Mathematics PLC #3
20 (Th)	Bringing Words to Life #3

March, 2014
4 (T)	Mathematics Discourse PLC #4
	Giving Students Meaningful Feedback
6 (Th)	How to get the Most out of your Current Assessments (session 1)
11 (T)	Bringing Words to Life PLC #4
13 (Th)	Foundations of Mathematics Module #6
18 (T)	Class Assessment for Student Learning PLC #4
20 (Th)	Number Talks PLC #5

April, 2014
1 (T)	Class Assessment for Student Learning PLC #5
10 (T)	Attribution Retraining
15 (T)	Student Centered Mathematics PLC #4
24 (Th)	How to get the Most of Your Current Assessments
29 (T)	Foundations of Mathematics Module #7

May, 2014
6 (T)	Capturing Student Attention
13 (T)	Student Centered Mathematics PLC #5
20 (T)	Foundations of Mathematics Module #8
	Class Assessments for Student Learning PLC #6

June 23-26, 2014
Response to Reading
Audience: K-5

NOTE: The above summer course will be offered, pending funding.

Course Descriptions

Student Centered Mathematics PLC
5, 1.5 hour sessions
Audience: 3-5 teachers
Course Lead: Reid Shepard

Participants will use the book *Teaching Student-Centered Mathematics* by John Van de Walle as a resource to develop and implement student-centered, problem-based math activities. We will investigate the most critical concepts in elementary math and learn how to use the grade-specific resources for daily classroom math instruction.

Meeting Dates/Times:
September 24, 2013	4:00-5:30 (Tower Room)
November 14, 2013	4:00-5:30 (Mozart Room)
February 18, 2014	4:00-5:30 (Tower Room)
April 15, 2014	4:00-5:30 (Tower Room)
May 13, 2014	4:00-5:30 (Tower Room)

Number Talks PLC
5, one-hour sessions
Audience: K-5 teachers
Course Lead: Reid Shepard

Number Talks are five to fifteen minute conversations around computation problems that are solved mentally. PLC participants will use the book *Number Talks* by Sherry Parrish to learn how to prepare for and design purposeful number talks and how to develop grade-level-specific strategies for the operations of addition, subtraction, multiplication and division.

Meeting Dates/Times:
September 26, 2013	4:00-5:00 (Tower Room)
November 7, 2013	4:00-5:00 (Tower Room)
December 12, 2013	4:00-5:00 (Mozart Room)
February 11, 2014	4:00-5:00 (Tower Room)
March 20, 2014	4:00-5:00 (Mozart Room)

MATHEMATICS

Investigations Implementation
4, one-hour sessions
Audience: 3rd-4th grade teachers
Course Lead: Reid Shepard

This course will provide a peer network focused on planning and implementation of realigned Investigations curriculum for grades 3 and 4. We will focus primarily on preparing for and reflecting on the new units that have been added to our Investigations curriculum with an emphasis on student work and creating common formative assessment items.

Meeting Dates/Times:
September 25, 2013   4:00-5:00 (Tower Room)
October 22, 2013   4:00-5:00 (Bailey Hill; OR looking for a host school)
November 19, 2013   4:00-5:00 (Tower Room)
January 16, 2014   4:00-5:00 (Mozart Room)

Mathematics Discourse PLC
4, 1.5 hour sessions
Audience: K-5 teachers
Course Lead: Reid Shepard

Participants will use the book *Classroom Discussions: Using Math Talk to Help Students Learn*. This resource offers an unparalleled look at the significant role that classroom discussions can play in teaching mathematics. Teachers will explore research-based examples of classroom talk at early grade levels, an expanded range of vignettes, and discussion questions that facilitate learning.

Meeting Dates/Times:
October 1, 2013   4:00-5:30 (Bailey Hill; OR looking for a host school)
December 10, 2013   4:00-5:30 (Tower Room)
January 14, 2014   4:00-5:30 (Tower Room)
March 4, 2014   4:00-5:30 (Tower Room)

MATHEMATICS

Mathematical Foundations
8, 2 hour sessions (participants must attend all sessions)
Audience: K-5 teachers
Course Lead: Raquel Gwynn

This course was developed to assist teachers in gaining a deeper understanding of the mathematical content they teach in the Common Core domains of Operations & Algebraic Thinking and Number and Operations in Base Ten.

By the end of this course, participant teachers will be able to:
- Increase their mathematical content knowledge for their grade level, including the connections of mathematics across grade levels, and learn ways to independently and collectively pursue further study of mathematics concepts.
- Recognize, implement, and become competent in the Common Core State Standards for Mathematics in the participant's grade level.
- Understand the roles of communication and connections in learning mathematics and be able to develop learning tasks to enhance student achievement in this area.
- Gain competence in recognizing student misconceptions and learning difficulties on important mathematics concepts, and be able to target instruction through a problem-based approach to provide access for all to a curriculum of high expectations.
- Develop a working knowledge of what standards-based curricula, instruction, and assessment entail.
- Develop a mathematics learning community

Meeting Dates/Times:
October 8, 2013	4:00-6:00 (Tower Room)
November 5, 2013	4:00-6:00 (Tower Room)
December 3, 2013	4:00-6:00 (Tower Room)
January 23, 2014	4:00-6:00 (Tower Room)
February 13, 2014	4:00-6:00 (Tower Room)
March 13, 2014	4:00-6:00 (Tower Room)
April 29, 2014	4:00-6:00 (Tower Room)
May 20, 2014	4:00-6:00 (Tower Room)

MATHEMATICS

Course Descriptions

Bringing Words to Life PLC
4, 1.5 hour sessions
Audience: K-5 teachers
Course Lead: Kathy Luiten

This series will focus on vocabulary development for students using the book, *Bringing Words to Life* by Isabelle Beck. Teachers will learn to select words for instruction, create learning activities and engage students in thinking about and using words. There will be assignments for reading and classroom implementation and will be followed up with peer discussions and sharing.

Meeting Dates:
November 19, 2013   4:00-5:30 (Mozart Room)
January 14, 2014   4:00-5:30 (Auditorium)
February 20, 2014   4:00-5:30 (Mozart Room)
March 11, 2014   4:00-5:30 (Mozart Room)

Writer's Workshop
1, 1.5 hour session (possible webinar)
Audience: K-5 teachers
Course Lead: Kathy Luiten

The purpose of this session is to discuss the basics of a Writer's Workshop model including the Launch, Mini-Lesson, Independent Writing/Conferencing and Sharing. This workshop is an introduction for teachers who have not previously used this strategy in the classroom. We will be reviewing tips and tricks to help implement Writer's Workshop with your students.

Meeting Date/Time:
September 19, 2013   4:00-5:30 (Bailey Hill; OR looking for a host school)

Word Attack Strategies
4, one-hour sessions *(You may sign up for all of the 4, one-hour, sessions or for individual sessions)*
Audience: K-5 teachers
Course Lead: Kathy Luiten

For the following sessions we will explicitly model strategies to reinforce previously taught material. This is an explicit teaching method. The "templates" build upon on another and gradually increase in difficulty. This method works in both a whole or small group setting.

Session 1: Grades K-1
Beginning Reading – The session will focus on phonemic awareness, individual sounds and beginning blending of CVC words using an explicit teaching model. This model is used to reinforce previously introduced material and can be used for practice or re-teaching of material.

Session 2: Grades K-3
Blending and vowel sounds - This session will focus on diagraphs and vowel combinations using an explicit teaching model. This model is used to reinforce previously introduced material and can be used for practice or re-teaching of material.

Session 3: Grades 2-5
Prefix / Suffix- This session will focus on the more advanced consonant clusters and decoding words with a prefix or suffix using an explicit teaching model. This model is used to reinforce previously introduced material and can be used for practice or re-teaching of the material.

Session 4: Grades 2-5
Multisyllabic words. This session will focus on the 6 syllable types and how to decode multisyllabic words. This model is used to reinforce previously introduced material and can be used for practice or re-teaching of material.

Meeting Dates/Times:
September 26, 2013 (Grades K-1)   4:00-5:00 (Mozart Room)
October 24, 2013 (Grades K-3)   4:00-5:00 (Mozart Room)
November 12, 2013 (Grades 2-5)   4:00-5:00 (Mozart Room)
December 10, 2014 (Grades 205)   4:00-5:00 (Mozart Room)

Building Fluency Strategies
1, one-hour session
Audience: K-5 teachers
Course Lead: Kathy Luiten

This session will focus on fluency of letter sounds through reading passages. Activities for fluency practice will be provided.

Meeting Date/Time:
December 5, 2013   4:00-5:00 (Tower Room)

Reciprocal Teaching
2 sessions (2 hr /1.5 hr sessions); participants should sign up for both sessions
Audience: K-5 teachers
Course Lead: Raquel Gwynn

Reciprocal teaching refers to an instructional activity in which teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns leading a dialogue about what has been read.

Meeting Dates/Times:
September 24, 2013   4:00-6:00 (Bailey Hill; OR looking for a host school)
November 14, 2013   4:00-5:30 (Auditorium)

Text Embedded Questions
1, 1.5 hour session
Audience: K-5 teachers
Course Lead: Kathy Luiten

This session will focus on choosing questions from your reading that directly connect to the text and learning to change key words within a question that connects to the text. This is a shift with the new Common Core Standards.

Meeting Date/Time:
December 12, 2013   4:00-5:30 (Tower Room)

Text Complexity Strategies
1, 2 hour session
Audience: 3rd thru 5th grade teachers
Course Lead: Kathy Luiten

The new Common Core Standards emphasize students reading complex text. Participants in this course will focus on close and careful reading of literature and informational text, exploring a process called close reading and exploring supports for students who are struggling with grade level material.

Meeting Dates/Times:
January 23, 2014   4:00-6:00 (Mozart Room)

Text Structure Instructional Strategies
1, one-hour session
Audience: 1st thru 5th grade teachers
Course Lead: Raquel Gwynn

This session will focus on the differences between narrative and informational text structures, the key components of each structure and activities that support these structures.

Meeting Date/Time:
February 11, 2014   4:00-5:00 (Mozart Room)

Course Descriptions

How to Get the Most Out of Your Current Assessments
2, 1.5 hour sessions (participants should sign up for both sessions)
Audience: K-5 teachers
Course Lead: Marlee Litten

Session one will focus on adaptations and use of current assessments in the area of language arts with the second session focusing on the area of mathematics. In each session we will look at what assessments we have available, what information they can (or can't) give us, and how to use that information to guide our instruction and improve student achievement.

Meeting Dates/Times:
March 6, 2014   4:00-5:30 (Auditorium)
April 24, 2014   4:00-5:30 (Auditorium)

Quick, Informal Assessments to Use During Instruction
1, 2 hour session
Audience: K-5 teachers
Course Lead: Marlee Litten

In this workshop participants will learn multiple informal assessment techniques to be used <u>during</u> instruction. The assessments will provide you with immediate information to help determine next steps in your instruction and increase student engagement.

Meeting Date/Time:
October 15, 2013   4:00-6:00 (Mozart Room)

Classroom Assessments for Student Learning PLC
6, one-hour sessions (participants should sign up for all 6 sessions)
Audience: K-5 teachers
Course Lead: Marlee Litten

In this professional learning community, you will acquire a deeper understanding of the Common Core State Standards for Mathematics. In addition, you will work collaboratively with colleagues to create formative assessments that provide feedback on identified learning targets. You will also learn how to use formative assessments to develop clear learning targets in order to develop and adjust an instructional plan that ensures all students are successful in meeting rigorous state standards.

Participants will receive and use the book and CD, *Classroom Assessment for Student Learning* by Chappuis, Stiggins, Chappuis and Arter. This course will be a combination of reading from the text, creating, implementing and analyzing

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formative assessments, and making responsive adjustments to instruction. There will be assignments for classroom implementation that will be followed up with peer discussions and sharing.

Meeting Dates/Times:
December 3, 2013	4:00-5:00 (Auditorium)
January 16, 2014	4:00-5:00 (Auditorium)
February 4, 2014	4:00-5:00 (Auditorium)
March 18, 2014	4:00-5:00 (Tower Room)
April 1, 2014	4:00-5:00 (Auditorium)
May 20, 2014	4:00-5:00 (Auditorium)

Participants should plan on attending all sessions in this PLC course.

DATA AND ASSESSMENT

Course Descriptions

The following workshops are a short synopsis of Jon Saphier's work from *The Skillful Teacher*. Each one-hour session will focus on one of the "Big Rocks" of high expertise teaching and support the instructional strategies needed for successful implementation of the Common Core State Standards. You may sign up for one, or all, sessions.

Setting High Expectations for Students
1, one-hour session
Audience: K-5 teachers
Course Lead: Raquel Gwynn

Meeting Date/Time:
October 22, 2013   4:00-5:00 (Parr Room; subject to change)

Strengthening Effort-Based Ability in Students
1, one-hour session
Audience: K-5 teachers
Course Lead: Raquel Gwynn

Meeting Date/Time:
November 12, 2014   4:00-5:00 (Tower Room)

Active Engagement of Students
1, one-hour session
Audience: K-5 teachers
Course Lead: Reid Shepard

Meeting Date/Time:
January 9, 2014   4:00-5:00 (Tower Room)

Giving Meaningful Feedback to Students
1, one-hour session
Audience: K-5 teachers
Course Lead: Raquel Gwynn

Meeting Date/Time:
March 4, 2014   4:00-5:00 (Mozart Room)

Attribution Retraining for Students
1, one-hour session
Audience: K-5 teachers
Course Lead: Raquel Gwynn

Meeting Date/Time:
April 10, 2014   4:00-5:00 (Tower Room)

Capturing Students' Attention
1, one-hour session
Audience: K-5 teachers
Course Lead: Raquel Gwynn

Meeting Date/Time:
May 6, 2014   4:00-5:00 (Tower Room)

Course Registration

All course registration will take place on line, via the district website and can be accessed at http://www-old.4j.lane.edu/workshops

Courses in a Series:
(1)   Attendance at all sessions is expected. We realize conflicts may arise. In these instances, please notify the course lead of your absence and to obtain important information regarding missed content/activities.
(2)   Registration for each session is required. Unfortunately, the system does not allow for an auto-fill option.

Compensation

Teachers will receive compensation for engaging in Professional Development activities contained within this catalog when offered at the times outlined in this catalog. Compensation is for the time spent in attendance, but does not pertain to readings, projects, practice, collaboration and the like that may take place outside and/or between sessions.

The sessions in this catalog our voluntary (not required) paid trainings outside of contract time. Under article 10.5.2, those who volunteer will be paid for their time at a rate of $276 per day or $34.50 per hour.