



## Seattle Public Schools Summer Learning Course Catalogue 2018



Boost your summer learning! Seattle Public Schools offers many opportunities for summer professional learning, aligned to the Seattle Public Schools Formula for Success and the MTSS Implementation Guide. For a calendar view of events, see the Professional Development Calendar in Schoology. Space is often limited and pre-registration is required. Please register online via Employee Self-Service (ESS). Please note that you must register from a district computer through Internet Explorer. For ESS registration support, view the tutorial on the Professional Development website on mySPS.

Content Area	Course Title and Description	Audience(s)	Course Date, Time and Location	Central Office Lead	Instructor
<b>Advanced Learning</b>					
<b>Advanced Learning</b>	<b>Challenges and Issues in Addressing Diversity:</b> This course is based on "Access and Equity": a professional development course created in partnership with Whitworth University, the University of Washington, and the Office of the Superintendent of Public Instruction. Participants will learn about current research and effective practices for addressing the needs of diverse populations of students in need of highly capable services. All teachers, administrators, curriculum specialists, IAs would benefit from this workshop.	Teachers, administrators, curriculum specialists, IA's	August 20, 2018 8:30 - 11:30 Ballard High School	Matt Okun, <a href="mailto:mjokun@seattleschools.org">mjokun@seattleschools.org</a>	Matt Okun
<b>Advanced Learning</b>	<b>Developing an Array of Services for Highly Capable Students:</b> This course is based on "Access and Equity": a professional development course created in partnership with Whitworth University, the University of Washington, and OSPI. The focus of this workshop is to identify potential service delivery options for highly capable learners as defined and articulated in the state administrative codes.	Teachers, administrators, and IA's	August 21, 2018 8:30 - 11:30 Ballard High School	Matt Okun, <a href="mailto:mjokun@seattleschools.org">mjokun@seattleschools.org</a>	Matt Okun
<b>Advanced Learning</b>	<b>Recognizing Giftedness Across Cultures and Languages:</b> As schools use collaborative practices and data to develop responsive instruction for all students, the need to respond to students performing above and well above standards will become necessary for all classrooms. This course will help teachers recognize traits demonstrating potential giftedness in students of all cultures and across language proficiency. The ELL and Advanced Learning teams are partnering in presenting current research and how enhancing what we know can impact practice for all students approaching and exceeding standards in our general education classrooms. ELL students are among the most overlooked population when it comes to offering advanced learning interventions and services. Participants will work to prioritize those characteristics that are most indicative of students with the potential to achieve above grade level but are bilingual or either have or are still receiving ELL	Teachers, administrators, and IA's	August 23, 2018 8:30 - 11:30 Ballard High School	Matt Okun, <a href="mailto:mjokun@seattleschools.org">mjokun@seattleschools.org</a>	Matt Okun

<b>Advanced Learning</b>	<b>Strategies for Differentiating Instruction for Advanced Learners within a Tiered System of Support:</b> Most SPS Advanced Learners are being served in General Ed classrooms. MTSS (Multi-tiered System of Support) is a powerful means to plan, implement, and provide services designed to meet the needs of every learner. MTSS relies upon data analysis to design highly differentiated teaching strategies. In this workshop, participants will discuss the importance of and possibilities for differentiating what Tomlinson refers to as “product” ...the assessment tools	Teachers, administrators, and IA's	August 22, 2018 8:30 - 11:30 Ballard High School	<a href="mailto:mjokun@seattleschools.org">Matt Okun, mjokun@seattleschools.org</a>	Matt Okun
<b>Behavioral Health</b>					
<b>Behavioral Health</b>	<b>Attendance Matters:</b> Maximizing instructional time is critical to student success and daily attendance is a huge part of that. In this course participants will be provided an overview of various aspects of attendance, from state and district requirements relating to attendance to how chronic absenteeism differs from truancy to best practices for supporting consistent attendance at any grade level. Participants will understand attendance supports and interventions required by state law (The Becca Bill) and District Procedure, how these requirements can fit into a classroom- or school-based attendance strategy, critical attendance terms, and available data systems for looking up student and/or school wide attendance measures. Participants will be able to find out which of their students are in need of additional attendance supports and interventions, how best to support students and families	SPS School Staff	August 15, 2018 12:30 - 3:30 Ballard High School	Brad Fulkerson	
<b>Behavioral Health</b>	<b>Community Resources: Assisting Families and Basic Needs (Urgent/Crisis):</b> This course will provide information from various Community Agencies (CA's) and Community Based Organizations (CBO's) on how to best support students and families who are experiencing homelessness or financial hardships in: academic support, counseling, mentorship, housing, and other basic need resources. Additional resource information will be provided that you can access to assist with supporting students and their families utilizing a referral system. VARIOUS COMMUNITY AGENCIES (YWCA, MARY'S PLACE, SOLID GROUND, WELLSPRINGS ETC.)	SPS School Staff	August 15, 2018 12:30 - 3:30 Ballard High School		

<b>Behavioral Health</b>	<b>CPI Non-violent Crisis Intervention:</b> This program is considered the worldwide standard for crisis prevention and intervention training -reduce risk of student and staff injury -reduce use of physical interventions -comply with most recent legislative mandates -aligns with school board policy and superintendent procedural expectations around training for staff in de-escalation and physical intervention -increase staff behavior and classroom manager skills -improve staff retention -minimize exposure to liability -promote the philosophy of Care, Welfare, Safety and Security	All SPS Staff	2 day course offered on the following dates: <b>June 26 &amp; 27:</b> 8:30 - 3:30, JSCEE <b>June 28 &amp; 29:</b> 8:30 - 3:30, JSCEE <b>August 21 &amp; 22:</b> 8:30 - 3:30, Ballard High School. Attendance at both sessions is mandatory to receive certification. For example, one must attend both the 6/26 and 6/27 sessions to receive certification.	<a href="mailto:erromanuk@seattleschools.org">Erin Romanuk, evromanuk@seattleschools.org</a>	Erin Romanuk
<b>Behavioral Health</b>	<b>Embodying the Warm Demander to Support the Whole Child:</b> Participants will continue to explore trauma informed teaching practices to inform Tier 1 strategies and supports for use in the classroom related to strengthening positive student-staff relationships	All SPS Staff	August 16, 2018 12:30-3:30 August 22, 2018 8:30-11:30 Location: Ballard High School	<a href="mailto:dalewis@seattleschools.org">David Lewis, dalewis@seattleschools.org</a>	David Lewis
<b>Behavioral Health</b>	<b>How Mental Health Impacts Student Behavior and How to Respond:</b> Participants will increase their understanding of the impact of students' mental health and mental illness in the school setting. It will provide staff with an orientation to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and a deeper understanding of how a diagnosis is made, as well as common diagnoses and their diagnostic criteria. This course will orient school staff to the impact that trauma has on mental health. This course will look at student behaviors in the context of the classroom, provide strategies for understanding challenging behaviors, and help participants begin to think about how to create meaningful supports and interventions.	All SPS Staff	August 17, 2018 August 24, 2018 8:30-11:30 Location: Ballard High School	<a href="mailto:erromanuk@seattleschools.org">Erin Romanuk, evromanuk@seattleschools.org</a>	Erin Romanuk
<b>Behavioral Health</b>	<b>Identification and Support of Homeless and Foster Care Students in Seattle Public Schools:</b> McKinney Vento: This course will cover Seattle Public School (SPS) homelessness identification process and provide the audience with knowledge on how the district provides educational support services to students, youth, and families experiencing housing instability. We will discuss the reauthorization of the McKinney-Vento Act by Every Student Succeeds Act (ESSA), responsibilities of the District Homeless Liaison, the definition of homelessness, and the educational rights of students under the law. District participants will also learn about the impact of homelessness and how traumatic stress impedes on student's educational success, the warning signs of homelessness, and how to access support services for students. By the end of the session, district staff will be able to link homeless students to educational support services available through SPS McKinney-Vento Program.	All SPS Staff	August 16, 2018 August 23, 2018 12:30 - 3:30 Location: Ballard High School	<a href="mailto:amjessie@seattleschools.org">Alesia Jessee, amjessie@seattleschools.org</a>	Tyra Williams, Alesia Jessee

<b>Behavioral Health</b>	<b>Introduction to ACES:</b> Participants will begin to have a thorough understanding of child development, Adverse Childhood Experiences, complex trauma, and its' impacts on a student's ability to be successful (socially, emotionally, behaviorally, and academically). Staff will learn evidence based practices that promote a positive sense of belonging, decreased anxiety, increased attendance, and ultimately academic and behavioral success.	All SPS Staff	August 16, 2018 August 23, 2018 8:30-11:30 Location: Ballard High School	Erin Romanuk, <a href="mailto:evromanuk@seattleschools.org">evromanuk@seattleschools.org</a>	Erin Romanuk
<b>Behavioral Health</b>	<b>Initial Restorative Justice Practices:</b> Restorative Justice is focused on the belief that those individuals causing harm can work together with those affected by the harm to repair it and that this collaboration leads to true accountability. A restorative approach brings awareness that misconduct is part of the developmental process of every young person. Corrective responses to misconduct using punishment can actually increase the likelihood that the misbehavior will re-occur. Both the theory and practice of Restorative Justice emphasize: (1) identifying the harm, (2) involving all stakeholders, and (3) true accountability— repairing the harm and addressing its causes.	All SPS Staff	August 20, 2018 August 21, 2018 8:30-11:30 Location: Ballard High School	Lori Lynass	
<b>Behavioral Health</b>	<b>Making Plans: Positive Behavior Intervention Plans (PBIP)/Safety/Re-engagement):</b> Participants will learn how to create, implement and monitor various student support plans.	All SPS Staff	August 20, 2018 12:30 -3:30 Location: Ballard High School	David Lewis, <a href="mailto:dalewis@seattleschools.org">dalewis@seattleschools.org</a>	David Lewis
<b>Behavioral Health</b>	<b>Managing Challenging Behaviors in the Classroom:</b> Participants will learn and incorporate Tier 1 strategies and supports for use in the classroom to minimize triggers to challenging behaviors: building positive relationships, creating safe classroom environments, incorporating SEL teaching strategies, and advocating for students who need additional behavioral support. In addition, participants will learn, practice, and incorporate targeted supports and intervention methods that address challenging behaviors that occur in the classroom.	All SPS Staff	August 16, 2018 August 23, 2018 12:30 -3:30 Location: Ballard High School	Erin Romanuk, <a href="mailto:evromanuk@seattleschools.org">evromanuk@seattleschools.org</a>	Erin Romanuk
<b>Behavioral Health</b>	<b>RULER Through a Trauma Informed Lens:</b> This foundational workshop will cover the intersection of trauma-informed practice and RULER, the SPS-adopted Social Emotional Learning curriculum. Participants will get an understanding of the impact of trauma on the brain and proactive strategies and practices to guide students in self-regulation.  Additionally this course will provide a context to better understand how adverse childhood experiences may be impacting Seattle Public Schools students/families and begin to understand how trauma informed practice and implementation of an SEL curriculum to build individual student competencies leads to resiliency and promotes student sense of belonging and academic success.	PreK-5 Teachers	August 21, 2018 8:30 - 11:30 Location: Ballard High School	David Lewis, <a href="mailto:dalewis@seattleschools.org">dalewis@seattleschools.org</a>	David Lewis

<b>Behavioral Health</b>	<b>Tier II Care Coordination Overview (Wraparound) 2018:</b> This course provides SPS staff an overview to the concept of Tier II Care Coordination and introduces staff to the basic fundamentals of a case management wraparound service delivery model. The course develops further understanding of the impact of Adverse Childhood Experiences (ACEs), trauma informed and responsive practices, and how risk and protective factors influence service plans to help with human services referrals, social, emotional, basic needs, academic and attendance improvement in support of student outcomes as well as making connections for school staff with various outside community agencies and community based organizations (SPS Community Partnerships, DSHS, CBO's, etc.) to provide Tiered levels of support. In addition, this course will assist SPS staff with using the MTSS framework to improve student achievement, student sense of belonging, and expand practices that will improve graduation rates by: <ul style="list-style-type: none"> <li>o identifying Tier 1 practices to address challenges to student learning,</li> <li>o increasing insight and knowledge of data sets that identify and drive Tier II and III practices and program support, and</li> <li>o supporting co-design of student service plans to engage and include student/families</li> </ul>	SPS School Staff	August 22, 2018 12:30 -3:30 Location: Ballard High School	Pat Sander, <a href="mailto:psander@seattleschools.org">psander@seattleschools.org</a>	
<b>Counseling</b>					
<b>College and Career Readiness: Counselors</b>	<b>Secondary School Counselor Summer Session:</b> Introduction to Naviance, Policies and Procedure Updates, Comprehensive Counseling Model Training with a focus on Equity.	Secondary School Counselors	August 31, 2018	Terra McFarlin, <a href="mailto:tjmcfarlin@seattleschools.org">tjmcfarlin@seattleschools.org</a>	
<b>Curriculum, Assessment and Instruction: Pre-Kindergarten to Grade 5</b>					
<b>CAI: Early Learning</b>	<b>High Scope Preschool Curriculum:</b> Designed for both teachers and administrators, this four-week course prepares participants to implement the HighScope Curriculum in their own early childhood programs. Using carefully selected adult learning strategies, techniques, and training materials, participants focus on child development, developmentally appropriate practice, and their own professional learning in the field of early childhood education. The Preschool Curriculum Course (PCC) enables colleagues who complete the program to effectively implement the HighScope Preschool Curriculum. As teachers implement the curriculum they are encouraged to attain HighScope Teacher Certification which increases their professional growth and development in early childhood education as well as in the knowledge of the curriculum and its application in the classroom and with their children and families they serve. The PCC also meets the prerequisite requirements for the HighScope Training of Trainers (ToT) course.	Pre-K	4 week course (20 days). Participants must attend all 20 days. The weeks have been divided so that participants will not be out of their classrooms for a full week at time. Week 1 Aug 20 - 24 Week 2 Week 3 Week 4	Katy Hestad, Early Learning Professional Development School Coach	

CAI: Early Learning	<p><b>High Quality K: Keeping Developmentally Appropriate Practices at the Forefront of Instruction.</b> This course was developed to support kindergarten teachers and IAs in implementing high quality instruction that is both developmentally appropriate and academically rigorous. Kindergarten CCSS and WaKIDS objectives will be addressed. This professional development gives foundational knowledge for all those working with or on behalf of kindergarten age children.</p>	Kindergarten teachers and IA's	August 16, 2018 12:30 - 3:30 Ballard High School	Owen-Twombly, Elizabeth, <a href="mailto:eaowentwomble@seattleschools.org">eaowentwomble@seattleschools.org</a>	
CAI: Early Learning	<p><b>High Quality Preschool: SPP:</b> This course is designed for Seattle Preschool Program (SPP) and Seattle Preschool Program Plus (SPP Plus) Staff. In Collaboration with the City of Seattle, this program offers high-quality, affordable preschool to all of Seattle's 3-and -year olds. Students engage in a full time, research-based curriculum taught by certificated staff in Seattle Public Schools. SPP Plus offers inclusive opportunities for student with and without disabilities. Participants will receive an orientation and overview of the Seattle Preschool Program in Seattle Public Schools including topics such as: on-boarding information, family engagement, classroom environment, child-teacher interactions, licensing requirements, data and assessments, and inclusive, culturally responsive teaching practices.</p>	Preschool Teaching Staff (SPP, SPP Head Start, SPP Plus)	August 13th, 9:00 - 4:00 Ballard High School	Tisha Crumley, <a href="mailto:ticrumley@seattleschools.org">ticrumley@seattleschools.org</a>	
CAI: Early Learning	<p><b>Instructional Routines to Support Number Sense in PreK-1st:</b> This course was designed for PreK-1st grade teachers and IAs who teach or support math. Participants will learn how to implement instructional routines: Counting Collections, Choral Counts, and Quick Images that will build and support students' early number sense. Participants will learn how to plan and teach the routines, as well as the core practices of eliciting and responding to students' ideas and orienting students to one another and the math content. CCSS in math are addressed as well as WaKIDS and TSG objectives</p>	PreK-1st grade teachers and IA's who support math	August 16th, 8:30 - 11:30 Ballard High School	Mary Correa, <a href="mailto:macorrea@seattleschools.org">macorrea@seattleschools.org</a>	
CAI: Early Learning	<p><b>Teaching Strategies Gold: Introduction for Preschool Teachers:</b> This 2-day session introduces teachers to GOLD®, our authentic, ongoing, observation-based, developmentally appropriate assessment solution of children from birth through third grade. Through video clips, smallgroup work, and facilitator-led discussions, teachers will explore the structure, features, and functionality of the tool and practice using it to follow the four-step assessment cycle. Hands-on activities include observing children and writing objective observation notes, evaluating a child portfolio, and communicating assessment information with families. By the end of the session, teachers will have the basic skills they need to begin implementing GOLD® in their classrooms.</p>	Preschool Staff	August 14 - 15, 2018 Ballard High School 9:00 - 4:00	Tisha Crumley, <a href="mailto:ticrumley@seattleschools.org">ticrumley@seattleschools.org</a>	
CAI: English Language Arts K-5	<p><b>CCC Initial Use Training (K-2, 3-5) for New Teachers ONLY:</b> Designed for all K-5 certificated teachers NEW to SPS who will be implementing the Center for the Collaborative Classroom, this course will support the implementation of the curriculum as it is intended. Elements of the course will focus on: initial-use training, covering the structures and the social emotional learning needed to launch the curriculum.</p>	Elementary ELA teachers new to SPS	<b>Grades K-2:</b> July 10, 2018; August 14; <b>Grades 3-5:</b> July 12, 2018; August 16 Locations TBD <b>8:00 - 4:00</b>	Kathleen Vasquez, <a href="mailto:kavazquez@seattleschools.org">kavazquez@seattleschools.org</a>	

CAI: English Language Arts K-5	<b>CCC Literacy Leaders Introduction:</b> This course is an orientation for <b>newly-assigned Collaborative Literacy Leaders</b> in their role to support the implementation of the adopted K-5 English Language Arts core curriculum.	Newly-assigned K-5 Literacy Leaders	August 27, 2018 8:30 - 3:30 JSCEE	Kathleen Vasquez, kavazquez@seattleschools.org	
CAI: English Language Arts K-5	<b>K-5 ELA Initial Use Summit:</b> This <b>2 day training</b> completes year one of initial use training. It will focus more heavily on concerns about: standards alignment, rigor, vocabulary instruction, small group reading and using assessments.	This course is for teachers completing their first year using the CCC materials.	June 27-28, 2018 8:30 - 3:30 at South Shore K-8	Kathleen Vasquez, kavazquez@seattleschools.org	
CAI Instructional Technology K-5	<p><b>Digital Learning Bootcamp:</b> This is our second year offering the Blended Learning Institute for SPS teachers. We are looking for teachers who want to improve instructional practice through blended learning, and are willing to explore and identify needed technology to support effective models of teaching and learning. Our understanding of blended learning is informed by the work of the Clayton Christensen Institute and The Learning Accelerator. Blended learning combines online digital media with traditional classroom methods. It provides some element of student control over time, place, path, or pace. What a blended learning approach looks like in the classroom will vary based on curriculum, age of students, and classroom technology access.</p> <p>We will use a competitive application process to select participants for Cohort 2. Please read the institute goals and participant expectations listed below. Fundamentally, this experience provides teachers with a "gift of time" to explore new ideas, build connections with colleagues and plan for future instruction.</p> <p><b>Institute Goals:</b> · Provide teachers with professional learning opportunities in a collaborative environment.· Build a cadre of teacher leaders engaged in blended learning in elementary and secondary classrooms using Schoology, Office 365, and online digital media.· Create a set of blended learning modules in Schoology available to all SPS teachers.· Explore blended instructional models using 15 laptops in a classroom.· Model a blended learning approach to professional development.</p>	K-12	August 20-21, 2018 Location TBD.	Eric Caldwell, Manager of Library and Instructional Technology Services	Instructional Technology Team
CAI Instructional Technology K-5	<p><b>Technology Professional Development to Support Instruction</b> (8 hours of paid technology training provided as part of the current collective bargaining agreement(CBA)):</p> <p>The Instructional Technology team has developed a list of online courses to fulfill the eight (8) hours of technology time for all certificated non-supervisory staff in 2017-18 as called out in the current CBA. To see a list of current and future courses available through Schoology please go here:  <a href="https://mysps.seattleschools.org/cms/One.aspx?portalId=25907&amp;pageId=25890310">https://mysps.seattleschools.org/cms/One.aspx?portalId=25907&amp;pageId=25890310</a>.  If you wish to do an extended in-person version of these PDs please see the job alike Wednesday offerings posted on mySPS.</p>	K-12	Online – available Sept 1st 2017 through August 31st 2018	Eric Caldwell, Manager of Library and Instructional Technology Services	Available online in Schoology

<b>CAI Physical Education K-5</b>	<b>Welcome Back Physical Education /Community Partners workshop:</b> This workshop is essential for all of our PreK-12 Physical Educators in system. This workshop sets up the foundational knowledge and content for starting every school year. All of our supporting community partners will participate in setting up master schedules and updating new learnings. We will review protocols and processes for fitness assessments, cognitive assessments, and required expectations in content. We will update and review standards, curriculum mapping, unit plans, and daily lesson planning and building capacity in Schoology for physical educators.	K-12 PE Specialists	TBD	<a href="#">Lori Dunn, Physical Education and Health Literacy Program Manager</a>	
<b>CAI: Science K-5</b>	<b>Science: Elementary Launch: Year 1</b>	Sessions are offered by grade level; see course dates	<ul style="list-style-type: none"> <li>• Kinder &amp; 3rd grade: August 7</li> <li>• 1st &amp; 4th grade: August 8</li> <li>• 2nd &amp; 5th grade: August 9</li> </ul>	<a href="#">Mary Margaret Welch, Science Program Manager</a>	Science Curriculum Specialists
<b>CAI: Science K-5</b>	<b>Science: Elementary Launch: Year 2</b>	Elementary teachers	August 10 or 13, 2018	<a href="#">Mary Margaret Welch, Science Program Manager</a>	Science Curriculum Specialists
<b>CAI: Science K-5</b>	<b>Science: NGSS Year 1 Elementary Launch</b>	Elementary Teachers	August 6, 2018; Full day	<a href="#">Mary Margaret Welch, Science Program Manager</a>	Science Curriculum Specialists
<b>CAI: Visual and Performing Arts K-5</b>	<b>Visual and Performing Arts: Beginning of Year Focus:</b>	Teachers: dance, multi-arts, music, theatre, visual art	TBD	<a href="#">Gail Sehlhorst, Visual and Performing Arts Program Manager</a>	Gail Sehlhorst
<b>CAI: World Languages K-5</b>	<b>Getting on the Path to Proficiency:</b> This workshop for all secondary World Language teachers is intended to introduce teachers to the TELL Project (Teacher Effectiveness for Language Learning <a href="http://www.tellproject.org">www.tellproject.org</a> ), which is aligned to the Danielson Framework for teacher evaluation. Teachers will learn about new resources (posters, handouts, and videos) created by TELL to illustrate the Path to Proficiency through effective language teaching. Topics include: Developing Learning Targets, Conducting Performance Assessments, Checking for Understanding, Using the Target Language and Providing Comprehensible Input, Empowering Students to Use the Target Language, and Engaging Language Learners.	World Languages Teachers	TBD	<a href="#">Michele Aoki, World Languages Program Manager</a>	Michele Aoki



**Curriculum, Assessment and Instruction: Secondary (Grades 6- 12)**

<p><b>CAI: CTE</b></p>	<p><b>CTE: Strategies and Practices:</b> CTE Strategies &amp; Practice will be for all CTE teachers with focus on career connected learning with instructional and classroom management leadership strategies. This work will align 21st century skills to curricular programs of work. Teachers will work on content collaboration around curriculum &amp; assessment.</p>	<p>Career and Technical Educators of SPS</p>	<p>August 23 and 27, 2018 from 9:00 - 3:00; Additional course dates in October, 2018, February 2019, and May 2019</p>	<p>Jane Hendrickson, jehendrickson@seattleschools.org</p>	
<p><b>CAI: CTE</b></p>	<p><b>Equitable Computer Science Education Initiative:</b> With an OSPI grant, we want to provide this course to work toward a more equitable system &amp; access to computer science education. This plan will begin our work on providing greater access to computational thinking and computer science in the K-8 education space.</p>	<p>Career and Technical Educators of SPS</p>	<p>August 20, 2018</p>	<p>Caleb Perkins, cbperkins@seattleschools.org</p>	
<p><b>CAI: English Language Arts 6-12</b></p>	<p><b>ELA: Accountable Talk.</b> Talking with others about ideas and work is fundamental to learning, but not all talk sustains learning. In order for classroom talk to promote learning, it must be accountable – to the learning community, to accurate and appropriate knowledge, and to rigorous thinking. When teachers use Accountable Talk routines and strategies, students learn to respond to classmates and further develop what others in the group have said using accurate and relevant knowledge to the topic under discussion; engaging in active/attentive listening, and using evidence from the text to support their ideas and thinking. This 2 day workshop will support teachers in supporting students with the routines and strategies to ensure all students take an active, responsible role in classroom discussions by sharing ideas with classmates, referencing evidence in support of positions, asking higher order thinking questions and challenging others’ positions about complex ideas and texts.</p>	<p>6-12 ELA</p>	<p>August 20, 2018</p>	<p>Kathleen Vasquez, ELA and Social Studies Program Manager</p>	<p>Molly Montague</p>
<p><b>CAI: Instructional Technology Secondary</b></p>	<p><b>Technology Professional Development to Support Instruction</b> (8 hours of paid technology training provided as part of the current collective bargaining agreement(CBA)):  The Instructional Technology team has development a list of online courses to fulfill the eight (8) hours of technology time for all certificated non-supervisory staff in 2017-18 as called out in the current CBA. To see a list of current and future courses</p>	<p>K-12</p>	<p>Online – available Sept 1st 2017 through August 31st 2018  —</p>	<p>Eric Caldwell, Manager of Library and Instructional Technology Services</p>	
<p><b>CAI: Mathematics Secondary</b></p>	<p><b>Math Initial Use Textbook Training:</b> In this <b>two day training</b>, participants will gain familiarity with the enVision textbook and have an opportunity to learn to plan lessons using the new textbook.</p>	<p>Grades 6-8 Math Teachers</p>	<p>This is a <b>2-day training</b>, offered on June 26 and 27; August 21 and 22, 2018</p>	<p>Anna Box, Math Program Manager</p>	

CAI Native Education Secondary	<b>Native Education: Since Time Immemorial .</b> Since Time Immemorial (STI) must be taught in all schools in the state of Washington. This requirement was passed into state law in April 2015. This curriculum focusses of the 29 federally recognized tribes of Washington State. The training will help teachers learn how to access the curriculum and all of the curriculum online. Bring your calendar and we can work on what lesson will work best for your classroom.	High School Teachers	TBD	Gail Morris, Native American Education Program Manager	Native Education Specialists
CAI Secondary Physical Education	<b>Welcome Back Physical Education /Community Partners workshop:</b> This workshop is essential for all of our PreK-12 Physical Educators in system. This workshop sets up the foundational knowledge and content for starting every school year. All of our supporting community partners will participate in setting up master schedules and updating new learnings. We will review protocols and processes for	K-12 PE Specialists	TBD	Lori Dunn, Physical Education and Health Literacy Program Manager	
CAI Secondary Science	<b>Science: High School Carbon Time (Year 2):</b> Continuation of a 2 year professional development cycle to to build competencies in teaching the Carbon TIME model-based curriculum which includes discourse strategies and 3D assessments. Carbon TIME is the first semester of biology following the theme of tracing matter and energy from the cell to ecosystem.	High School Biology Teachers; Middle school HCC teachers	August 20, 2018	Mary Margaret Welch, Science Program Manager	
CAI Secondary Science	<b>Science: High School Biology Alignment</b>	High School Biology Teachers	August 20-24, 2018	Mary Margaret Welch, Science Program Manager	
CAI Secondary Science	<b>Science: Chemistry A/Physics A Alignment</b>	High School Chemistry & Physics Teachers	August 20-24, 2018	Mary Margaret Welch, Science Program Manager	
CAI Secondary Science	<b>Science: Chemistry B Units Development</b>	High School Chemistry Teachers	August 20-24, 2018	Mary Margaret Welch, Science Program Manager	
CAI Secondary Science	<b>Science: Physics B Unit Development</b>	High School Physics Teachers	August 20-24, 2018	Mary Margaret Welch, Science Program Manager	
CAI: Visual and Performing Arts	<b>Visual and Performing Arts: Beginning of Year Focus:</b> Launch Culturally Responsive Teaching & Learning in the Arts, engage in data-driven discourse and goal setting with the 21st Century Arts Common Assessments, introduce the new Washington State Essential Learning Standards in the Arts, and organize the Job Alike Wednesday PLCs and PD for the 2017-18 school year.	Teachers: dance, music, theatre, visual art, media arts	TBD	Gail Sehlhorst, Visual and Performing Arts Program Manager	

**English Language Learner Services (ELL)**

ELL-SPED Services	<p><b>English Language Learners: Language Acquisition vs. Disability:</b> In this course, facilitators will review the use of an SPS tool for determining the needs of EL Learners, specifically whether there is evidence of a disability vs a need for further development of English language proficiency. Course content includes identifying language acquisition behaviors and language development of EL students, including EL Learners who also experience disability. Participants will gain experience with an ELL/Sped Matrix for determining student needs, as well as instructional scaffolds for addressing both language development and specially designed instruction to address disability.</p>	K-12 Teachers, Counselors, Psychologists, and other instructional support staff	August 22, 2018 1:00 - 4:00 Ballard High School	<a href="#">Elizabeth Urmenita</a>	Elizabeth Urmenita, Elaine Parnell
<b>Health</b>					
Health   SEL	<p><b>Bullying Prevention:</b> This course will address preventing harrassment, intimidation and bullying. The content includes definition and kinds of bullying, District 's policy, Bullying prevention programs and intervention strategies</p>	Elementary, middle and high school counselors and teachers	August 22, 2018 12:30 - 3:30 Ballard High School	<a href="mailto:hwalsh@seattleschools.org">Helen Walsh, hwalsh@seattleschools.org</a>	Helen Walsh
Health   SEL	<b>RULER and Social Emotional Learning</b>	SPS District Staff	August 28, 2018 8:30 - 11:30 Ballard High School	<a href="mailto:hwalsh@seattleschools.org">Helen Walsh, hwalsh@seattleschools.org</a>	Helen Walsh
Health   SEL	<p><b>Heart Saver CPR/AED First Aid:</b> Heart Saver CPR/AED and First Aid training for District Staff. Staff will receive American Heart Association cards valid for 2 years. Students will be on the floor practicing chest compressions and rescue breathing, please wear comfortable clothing.</p>	District Staff	August 28, 2018 8:30 - 3:30 Ballard High School	<a href="mailto:jemcdonagh@seattleschools.org">Joan McDonagh, jemcdonagh@seattleschools.org</a>	
Health   SEL	<p><b>Youth Substance Use:</b> This course will prepare teachers to prevent and recognize youth substance use, as well as appropriate intervention strategies for when youth are using substances at school. Participants will receive information on current drugs and products, effects on the body and brain, data trends, and SPS disciplinary procedures. The course also provides skills training on recognizing when a student may be under the influence or struggling with substance use, and appropriate intervention strategies and referrals.</p>	Secondary School Staff	August 20, 2018 12:30 - 1:30 Ballard High School	<a href="mailto:jemcdonagh@seattleschools.org">Joan McDonagh, jemcdonagh@seattleschools.org</a>	Lisa Davidson
<b>Special Education</b>					

<b>Special Education</b>	<b>Psychologists Opening Day:</b> Introduction of any new district policy or procedures; psychologists' role in MTSS; intervention tools and data collection/progress monitoring.	School Psychologists	August 28, 2108	Peiling Su	
<b>STAR : Teacher Induction and Evaluation Support K-12</b>					
<b>HR: STAR Program</b>	<b>Star New Teacher Development Series:</b> These sessions are for new-to-profession teachers who are working with the STAR program. The course will orient new teachers to district systems, and support them in specific areas of their work: -Culturally Responsive Practice -Classroom environment: systems, routines & management -Establishing a culture for learning – setting expectations, developing relationships, and refining systems/routines -Academic communication with families (planning for parent conferences) -Assessment to inform instruction -Data, Evidence and Evaluation	These sessions are for new-to-profession teachers who are working with the STAR program.	New Teacher Orientation: August 22 - 24, 2018	Chris Drape, STAR Mentor Program Manager	STAR Mentors