2019 Summer Institute Course Descriptions for Auburn

Teaching and Learning Pathway		
CCSS – ELA – Summer Seminar • **21 Clock Hrs** • **21 TPEP Hrs** • **0 STEM Hrs**		Participants experience immersion into the CCSS for ELA, focusing on the actual standards, assessments and implementation logistics. They also have opportunities for grade band break-out sessions. This seminar provides tools and content to help educators formalize their opinions and voices around the CCSS implementation. **Objectives:** - Examine what the new standards mean for teaching and learning - Discuss the "shifts" required in teaching and learning - Apply key concepts and ideas in one's work - Understand the range of discussions emerging around the CCSS - Empower educators to advocate for the time and resources needed to implement the standards in ways that lead to improved student learning
CCSS – Math – Summer Seminar • **21 Clock Hrs** • **21 TPEP Hrs** • **15 STEM Hrs**		Participants experience immersion into the CCSS for Math, focusing on the actual standards, assessments and implementation logistics. They also have opportunities for grade band break-out sessions. This seminar provides tools and content to help educators formalize their opinions and voices around the CCSS implementation. **Objectives:** - Examine what the new standards mean for teaching and learning - Discuss the "shifts" required in teaching and learning - Apply key concepts and ideas in one's work - Understand the range of discussions emerging around the CCSS - - Empower educators to advocate for the time and resources needed to implement the standards in ways that lead to improved student learning
De-escalation and Behavior Modification • **3 Clock Hrs** • **3 TPEP Hrs** • **0 STEM Hrs**		The de-escalation training is designed to empower para-educators and school staff to address student agitation and escalating behavior and to calm and refocus the behavior back to student learning and time on task. The course teaches educators to understand that behavior is a form of communication and as a result, identify the aspects of escalating behavior, address the escalation, and select the correct response options. Participants will be provided with practical strategies, ideas, resources, and tools to better engage with students during times of escalation. This course is specifically designed for para-educators by para-educators, but other educators will see the connection to behavior management components in their instructional framework.
Gamification and Game Based Learning • **7 Clock Hrs** • **7 TPEP Hrs** • **7 STEM Hrs**		This workshop is designed to use research supported Game Based and Gamification learning into classrooms across the content areas. Game Based Learning and Gamification leverages student interest in problem solving and uses project-based learning. Participants will learn how to use game-based learning and gamification and how to integrate this into their classrooms in order to increase student engagement. We will also be demonstrating real world problem solving and community-based concerns as well. This professional learning is eligible for the new STEM and TPEP clock hour requirements.
Guest and Substitute Teacher Training 101 • **3 Clock Hrs** • **0 TPEP Hrs** • **0 STEM Hrs**		Designed to help guest teachers transition from getting a call to substitute teach to completing the assignment with success, this training is conducted by veteran practicing guest teachers who have successfully navigated issues that guest teachers are faced with every day. Participants will learn how to: **Objectives:** - Be a professional guest teacher/substitute teacher

		- Manage a class through instructional expectations, behavior expectations, and procedural expectations - Address behavior management issues - Use a check list for preparedness - Use research-based instructional strategies as filler activities, including the depth of knowledge wheel, graphic organizers, questioning techniques, thinking skills, story starters, and logic problems - Use available resources
Innovate – Rethinking STEM and Humanities • **21 Clock Hrs** • **21 TPEP Hrs** • **21 STEM Hrs**		Participants engage in a multi-day immersion in strategies for innovative classroom practices and work on aligning those practices with the newest evolution of classroom standards. In this hands-on experience, participants integrate the Common Core and Next Generation Science Standards into their own subject area curriculum by designing lessons using methods and techniques covered in training. Ideally, participants attend with other worksite colleagues who work with students in an instructional capacity. Doing so helps create a support system to promote innovative practices while adopting the new standards in the school. Whether or not attending as part of a team, participants engage in collaboration, a key element of successful innovation practice.
Next Generation Science Standards • **14 Clock Hrs** • **14 TPEP Hrs** • **14 STEM Hrs**		This workshop is designed to introduce the Next Generation Science Standards as well as dive deeply into the Science and Engineering Practices and Crosscutting Concepts. Participants will explore the three-dimensional design of the NGSS in order to practice implementing and integrating these into classroom practices for the purpose of enhancing student achievement. Participants will gain knowledge and practice aligning the NGSS across the grade levels as well as learning how to use resources to assess various curriculum for NGSS alignment. CCSS and computer science standards are integrated into this workshop so that participants learn how to combine these standards in their classrooms. This professional learning is eligible for the new STEM and TPEP clock hour requirements.
PGPs – Connections to Instructional Practice Part 1 • **3 Clock Hrs** • **3 TPEP Hrs** • **0 STEM Hrs**		Participants learn how the Professional Growth Plans created by the Professional Educator Standards Board impacts their professional lives. They receive hands-on instruction and have time to work on their PGP. In addition, they review how PGPs fit with STEM and TPEP professional development requirements for certificate renewal and learn about the role of PGPs in the Washington state certification landscape.
PGPs – Connections to Instructional Practice Part 2 • **4 Clock Hrs** • **2 TPEP Hrs** • **0 STEM Hrs**		This optional session is for those who attended PGP Part 1 and want to participate in a structured feedback/support process. It is a 4-hour, 2-part training (2-hours each). The first 2-hour session is focused on peer feedback on the draft PGP and review of initial evidence. The second 2-hour session focuses on sharing the completed PGP and completing the sign off activity. ***You must complete the morning 3-hour Part 1 session to be eligible to attend this optional afternoon seminar.***
SpEd for the Gen Ed • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		Special Education for the General Education course is designed for both new and experienced general education teachers at all grade levels. Educators will be able to understand the difference between section 504 plans and IEP and their role as part of each team. They will develop an understanding about the difference between accommodations and modifications and what these learning strategies look like in their classroom and how these strategies improve student learning. There will be a review the

		13 disability categories of IDEA and participants will learn how to develop present levels of performance in partnership with their special education colleague(s).
STEM - Computer Science for Special Populations • **6 Clock Hrs** • **6 TPEP Hrs** • **6 STEM Hrs**		This course is designed to teach computer science and computational thinking using both unplugged and plugged activities targeting our special education population for the purpose of increasing student achievement. The Universal Design for Learning framework will be modeled. The modeled lessons will be designed to cross content areas and participants will be designing a lesson that can be used in their classroom
TPEP – Evidence and Artifacts • **3 Clock Hrs** • **3 TPEP Hrs** • **0 STEM Hrs**		Participants learn about collecting evidence and artifacts in the certificated TPEP 4-tiered evaluation process. **Session goals and objectives:** - Demystify the magnitude of collecting and providing evidence - Introduce tips to harvest evidence to best represent your instruction - Develop skills to identify relevant, meaningful, doable evidence - Offer suggestions to assist in producing authentic evidence aligned to the specific components of your evaluation model - Provide resources and organizers to assist you in your evaluation
TPEP – Formative Assessment • **3 Clock Hrs** • **3 TPEP Hrs** • **0 STEM Hrs**		During this training, **participants will:** - Learn why it's so important to use formative assessments in the classroom - Gain understanding of the research behind the practice - Investigate how formative assessments impact the opportunity gap - Uncover multiple connections between formative assessments and student learning - Identify the differences between formative and summative assessments - Review examples of formative assessments and learning activities - Crosswalk formative assessment practice with the three-teacher evaluation instructional frameworks - Receive over 100 resources (research, activities, examples, videos, PPTs, etc.) that can be --used back at local, council, and regional trainings - Teachers will have new Tech tools to use as formative assessments. - Teachers will learn to use formative assessments that assess career choices
TPEP – Writing Student Growth Goals • **3 Clock Hrs** • **3 TPEP Hrs** • **0 STEM Hrs**		This course deepens participants' understanding of the certificated TPEP 4-tiered evaluation process, with a focus writing and implementing effective student growth goals. Session goals and objectives: - Gain knowledge about the law in relation to student growth goals - Review sample goals produced by practitioners across the state - Identify effective strategies to writing student growth goals - Develop skills to design and develop effective student growth goals - Introduce nested goals to help simplify the process - Identify and understand effective evidence that demonstrates achievement of student growth goals - Learn about the student growth impact rating and student growth inquiry plan - Write and provide working samples and drafts of exemplar goals

Equity - Culturally Responsive Strategies and English Language Learners Pathway

CRS 1 Culturally Responsive Classroom Communities **(CRS 1,2,3,4)** • **12 Clock Hrs** • **12 TPEP Hrs**		This training helps educators become more culturally responsive and improve their classroom engagement with students from diverse backgrounds, social groups and cultures through meaningful, caring adult relationships. **Objectives:** - Demonstrate cultural competency - "The will and skill to create authentic and effective relationships across difference" - in the classroom

• **0 STEM Hrs** **CRS 1, 2, 3, & 4 are combined into a two day block of instruction**		- Use the cultural competency framework of awareness, understanding, skills and advocacy to increase effectiveness with students from diverse populations including, but not limited to: socio-economic, language, ethnicity, race, sexual orientation, gender, religion, age and ability - Apply research about resiliency as a primary factor in closing the opportunity/achievement gap to build relational strategies that focus on asset-based instruction and that develop student resiliency
CRS2 – Culturally Responsive Classroom Managements **CRS 1, 2, 3, & 4 are combined into a two-day block of instruction**		This training helps educators develop culturally responsive classroom management practices to ensure that students experience a positive, consistent, safe and equitable classroom. Participants learn strategies to appreciate and appropriately integrate their students' culture and family backgrounds into the into the classroom culture. **Objectives:** - Understand core practices for developing culturally responsive classroom management - Learn how to begin building social relationships, communicating in culturally responsive ways, cultivating a safe and inclusive environment and engaging with families and communities - Discuss cultural assumptions, views, and beliefs to help reflect on how their own cultural histories and biases may affect their work with students from culturally, linguistically and socio-economically diverse backgrounds - Receive resources and materials to support their culturally responsive classroom
CRS3 – Culturally Resp Classroom Interactions **CRS 1, 2, 3, & 4 are combined into a two-day block of instruction**		This training helps educators delve deeply into culturally responsive classroom management practices to ensure that students experience a positive, consistent, safe and equitable classroom. Participants will develop implementation strategies to create a classroom culture that appropriately integrates their students' culture and family backgrounds. **Objectives:** - Apply core practices for developing culturally responsive classroom management - Practice how to begin building social relationships, communicating in culturally responsive ways, cultivating a safe and inclusive environment and engaging with families and communities - Investigate cultural assumptions, views, and beliefs to understand how their own cultural histories and biases may affect their work with students from culturally, linguistically and socio-economically diverse backgrounds - Learn to use provided resources and materials to support their culturally responsive classroom
CRS4 – Culturally Resp Classroom Behavior Intervention **CRS 1, 2, 3, & 4 are combined into a two-day block of instruction**		This training helps educators integrate culturally responsive behavior interventions practices into their classroom. Participants build on concepts from earlier courses in the Culturally Responsive Strategies series to learn to implement behavior intervention strategies that respect all students. **Objectives:** - Investigate ways to promote positive classroom and social behavior development - Identify strategies for implementing culturally responsive behavior interventions that address the underlying causes and functions of behavior - Adapt core principles of culturally responsive behavior intervention to meet the specific the needs of students
Culturally Responsive Classroom Communities-ESP • **3 Clock Hrs**		This training helps educators become more culturally responsive and improve their classroom engagement with students from diverse backgrounds, social groups and cultures through meaningful, caring adult relationships. **Objectives:**

• **3 TPEP Hrs** • **0 STEM Hrs**		- Demonstrate cultural competency - "The will and skill to create authentic and effective relationships across difference"- in the classroom - Use the cultural competency framework of awareness, understanding, skills and advocacy to increase effectiveness with students from diverse populations including, but not limited to: socio-economic, language, ethnicity, race, sexual orientation, gender, religion, age and ability. - - Apply research about resiliency as a primary factor in closing the opportunity/achievement gap to build relational strategies that focus on asset-based instruction and that develop student resiliency
ELL Culture /Equity / Language • **14 Clock Hrs** • **14 TPEP Hrs** • **0 STEM Hrs**		In this intensive training, participants learn how to help close the achievement and opportunity gaps for English language learners by applying research-based ELL, culture and equity practices in the school setting. The training approaches the subject through an equity and cultural responsiveness lens and with an eye to classroom implementation. **Objectives:** - Learn strategies to engage ELL students in academic learning and English language development - Recognize cultural and equity assumptions and culturally relevant instruction - Explore how to create classroom and school environments that facilitate language learning - Study language acquisition theory - Understand language development stages and instructional practices for the classroom - Find innovative ways to motivate English language learners to practice academic language skills through carefully structured plans that require students to demonstrate growing proficiency
ELL Culture / Equity/ Language – Paraprofessionals • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		To close the opportunity gaps and help all students succeed, schools need a new vision of the English language learner students that recognizes their strength-based assets both culturally and linguistically. The Culture, Equity & Language Training Module for Closing the Achievement Gaps uses research-based, classroom-focused instructional and advocacy strategies to help paraprofessionals: **Objectives:** - Engage English language learner (ELL) students in academic learning and English language development. - Recognize and build on cultural and equity assumptions and culturally relevant instruction - Create classroom and school environments that facilitate language learning. - Absorb, understand and capitalize on language acquisition theory. - Recognize language development stages and promising instructional practices for teaching in the classroom and school - Identify appropriate ELL instructional strategies aligned and differentiated to lessons and objectives and goals - Find innovative ways to motivate ELLs to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency This ELL training module is offered as a WEA member benefit to support and assist paraprofessionals in understanding how to apply the best research-based ELL, culture and equity practices in the classroom.
	Special Education Pathway	
Behavior Interventions In Your School		This course provides participants with a broad understanding of the what is behind student behavior and looks at successful strategies for teaching appropriate replacement

- 6 Clock Hrs - 6 TPEP Hrs - 0 STEM Hrs	behaviors. Attendees will have the opportunity to write appropriate individual behavior IEP goals as well as learn the steps for conducting a Functional Behavioral Assessment (FBA) and designing a Behavior Intervention Plan (BIP) based on FBA results. **Participants will:** - Learn the difference between discipline and changing behavior - See and practice effective strategies for student de-escalation - Examine strategies for re-teaching appropriate behaviors - Complete a Functional Behavioral Assessment (FBA) interview - Develop a positive Behavior Intervention Plan (BIP) - Evaluate the effectiveness of the BIP by collecting student data
Classroom Teaming for Student Success - **6 Clock Hrs** - **6 TPEP Hrs** - **0 STEM Hrs**	In this course, teacher-paraeducator teams learn collaboration strategies to improve student achievement. **Topics include:** - Planning: program and behavior - Evidenced-based instructional strategies - Data collection and progress monitoring - Setting expectations for staff and students
Developing Non-Transition IEPs - **6 Clock Hrs** - **6 TPEP Hrs** - **0 STEM Hrs**	This course teaches participants the process required for developing meaningful, collaborative and compliant IEPs for elementary and middle school aged students eligible for special education services. **Participants will:** - Gain awareness of the rules and regulations of IEP development through examining the Washington Administrative Code (WAC) 392-172A - Understand the intent of the IEP process to build meaningful, individualized and collaborative programs for eligible students - Learn and practice all elements of IEP development
Developing Transition IEPs - **6 Clock Hrs** - **6 TPEP Hrs** - **0 STEM Hrs**	With post-secondary success in mind, this course provides participants the knowledge they need to develop meaningful, collaborative and compliant transition IEPs aimed at assisting the qualifying student with disabilities in achieving successful educational/ employment/ independent living skills beyond high school. **Participants will:** - Gain awareness of the rules and regulations for transition IEP development through examination of the Washington Administrative Code (WAC) 392-172A - Identify appropriate career/vocational assessments to determine employment/ educational/ independent living IEP goals - Understand the components of transition planning and how they drive the transition IEP process - Learn and practice the process to develop meaningful, individualized and collaborative transition IEPs
Section 504 - **6 Clock Hrs** - **6 TPEP Hrs** - **0 STEM Hrs**	This course answers questions all educators have about the requirements of Section 504 of the Rehabilitation Act of 1973 as it applies to the public school's duty to provide a free and appropriate public education (FAPE) to students with disabilities. The key elements of Section 504 are explored, including its definition, what this federal law requires in terms of FAPE, and how it should be implemented. Participants will: - Review the Federal statue of Section 504 of the Rehabilitation Act of 1973 including: referral, team process, parent involvement, eligibility, plan development, implementation, and progress monitoring. - Learn the role Section 504 has in ensuring FAPE - Discuss what constitutes discrimination under 504 regulations - Will have the opportunity to develop 504 accommodations/plans for eligible students using research based instructional strategies and differentiated learning strategies for eligible students

		- Learn teacher responsibilities in the 504 team process, as well as developing and provide accommodations to address students with disabilities educational needs in the general education classroom
Special Education Data Collection Strategies In-Depth • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		Participants explore data collection methods for use in school settings and learn to evaluate what approaches are appropriate for both individual and student groups. Course activities include hands-on practice using data to develop current student present level statements, design measurable goals, and translate data into usable information for progress monitoring.
Special Education Effective Instruction • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		Why do research-based instructional strategies work? What makes an instructional strategy effective? During this course, participants look at brain research to answer these questions. Participants learn to align classroom instructional strategies with what science has taught us about how the brain works. **Participants will:** - Connect concepts of brain research to instruction - Determine the effectiveness of an instructional strategy based on how it affects the areas of the brain - Target effective instructional strategies tailored to meet individual student strengths and learning challenges
Special Education and the Law • **6 Clock Hrs** • **0 TPEP Hrs** • **0 STEM Hrs**		Understanding the Federal and State laws for providing special education programs in our public schools is imperative to ensure the compliant delivery of services to qualified students. This course provides an overview of the rules and regulations required for providing special education services. Based on WAC 392-172A and specific court cases, instruction provides participants with the tools needed to provide compliant services. **Participants will:** - Gain awareness of the definition of Free Appropriate Public Education (FAPE) as it applies to students eligible for special education - Walk through the IEP process – from referral through IEP development and implementation - Gain awareness of the law as it applies to least restrictive environment (LRE) - Know the importance of parent and student participation in all program decisions - Gain awareness of procedural due process
Special Education & the Law for ESP • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		Understanding the Federal and State laws for providing special education programs in our public schools is imperative to ensure the compliant delivery of services to qualified students. This course provides an overview of the rules and regulations required for providing special education services focusing on ESP roles and duties. Based on WAC 392-172A and specific court cases, instruction provides participants with the tools needed to provide compliant services. **Participants will:** - Gain awareness of the definition of Free Appropriate Public Education (FAPE) as it applies to students eligible for special education - Walk through the IEP process – from referral through IEP development and implementation - Gain awareness of the law as it applies to least restrictive environment (LRE) - Know the importance of parent & student participation in all program decisions - Gain awareness of procedural due process
Students with Autism in Your Classroom • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		This course offers an in-depth look at autism characteristics in areas such as social reciprocity, shared attention, and perspective taking. Attendees learn how these deficits translate into academic, social, motor, communication and adaptive difficulties in schools and communities. This course provides an overview of the various behavioral, developmental and structured teaching approaches as well as a variety of effective classroom strategies to use in serving students with autism. **Participants will:**

		- Examine the definition and characteristics of autism - Learn successful strategies and interventions for use when serving students with autism in the classroom - Obtain current and reliable resources focused on meeting the needs of students with autism
Team Pre-Crisis De-escalation • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		Participants learn to recognize signs of a potential behavioral crisis and remediate before the event. In addition to exploring how their own behavior can contribute to the escalation cycle, participants discover and practice de-escalation techniques that recognize the importance of maintaining student dignity during behavior crises. At the end of this course, **participants will be able to:** - Determine individual student behavior triggers - Understand and describe the escalation cycle - Recognize the signs of a potential behavioral crisis and remediate before the event
Washington State Standards Instruction and Special Education • **6 Clock Hrs** • **6 TPEP Hrs** • **0 STEM Hrs**		This course allows participants to examine the intersection of special education, Washington State Standards (formerly known as Common Core State Standards) and district curriculum for practical use in designing individual student learning goals. Attendees will have the opportunity to unpack the standards/develop learning progressions to create IEP goals where appropriate. **Participants will:** - Develop confidence in their ability to develop IEPs that meet student needs, and where appropriate, align with Washington State Standards - Gain awareness of Washington State Standards and the connection to academic programs designed for individual special education students - Identify evidenced-based supports necessary to enable each student to move toward meeting the standards - Gather resources needed to collaborate with colleagues to develop appropriate instructional and assessment strategies to support students with disabilities placed in the general education classroom
National Board Jump Start		
National Board Jump Start • **30 Clock Hrs** • **30 TPEP Hrs** • **0 STEM Hrs**		Jump Start provides National Board candidates with important information about the certification process, time to examine component and Assessment Center requirements, the opportunity to plan how to meet requirements in a supportive, constructive, and collegial environment. **Participants will:** - Understand the different requirements of the National Board Certification process. - Become familiar with the National Board standards for accomplished teaching in their certificate areas. - Examine the requirements of the documented accomplishments portfolio entry and create a first draft for review. - Describe, analyze and reflect upon their teaching practice in written commentaries. - Examine portfolio requirements for their certificate area and develop a curriculum map to guide the school year. - Become more intentional in their teaching and learn how to articulate the reasons behind their teaching practices
National Board Renewal • **8 Clock Hrs** • **8 TPEP Hrs**		This training familiarizes NBCTs with the renewal process by facilitating the following: - Unpacking instructions for the renewal Profile of Professional Growth (PPG) - Identifying Professional Growth Experiences (PGEs) that meet the renewal rubric - Examining how the identified PGEs meet the renewal rubric - Practicing writing an entry using prompts from the components

• **0 STEM Hrs**		- Identifying evidence samples for each PPG component