

# 2019 Summer Institute Course Descriptions for Battle Ground



<b>Teaching and Learning Pathway</b>	
<p><b>CCSS – ELA – Summer Seminar</b></p> <ul style="list-style-type: none"> <li>• 21 Clock Hrs</li> <li>• 21 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- Examine what the new standards mean for teaching and learning</li> <li>- Discuss the “shifts” required in teaching and learning</li> <li>- Apply key concepts and ideas in one’s work</li> <li>- Understand the range of discussions emerging around the CCSS</li> <li>- Empower educators to advocate for the time and resources needed to implement the standards in ways that lead to improved student learning</li> </ul>
<p><b>CCSS – Math – Summer Seminar</b></p> <ul style="list-style-type: none"> <li>• 21 Clock Hrs</li> <li>• 21 TPEP Hrs</li> <li>• 15 STEM Hrs</li> </ul>	<p>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.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- Examine what the new standards mean for teaching and learning</li> <li>- Discuss the “shifts” required in teaching and learning</li> <li>- Apply key concepts and ideas in one’s work</li> <li>- Understand the range of discussions emerging around the CCSS</li> <li>- Empower educators to advocate for the time and resources needed to implement the standards in ways that lead to improved student learning</li> </ul>
<p><b>De-escalation and Behavior Modification</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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.</p>
<p><b>Gamification and Game Based Learning</b></p> <ul style="list-style-type: none"> <li>• 7 Clock Hrs</li> <li>• 7 TPEP Hrs</li> <li>• 7 STEM Hrs</li> </ul>	<p>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.</p>
<p><b>Guest and Substitute Teacher Training 101</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 0 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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:</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- Be a professional guest teacher/substitute teacher</li> </ul>

	<ul style="list-style-type: none"> <li>- Manage a class through instructional expectations, behavior expectations, and procedural expectations</li> <li>- Address behavior management issues</li> <li>- Use a check list for preparedness</li> <li>- 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</li> <li>- Use available resources</li> </ul>
<b>Next Generation Science Standards</b> <ul style="list-style-type: none"> <li>• 14 Clock Hrs</li> <li>• 14 TPEP Hrs</li> <li>• 14 STEM Hrs</li> </ul>	<p>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.</p>
<b>PGPs – Connections to Instructional Practice Part 1</b> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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.</p>
<b>PGPs – Connections to Instructional Practice Part 2</b> <ul style="list-style-type: none"> <li>• 4 Clock Hrs</li> <li>• 2 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b><i>You must complete the morning 3-hour Part 1 session to be eligible to attend this optional afternoon seminar.</i></b></p>
<b>SpEd for the Gen Ed</b> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Special Education for the General Educator 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).</p>
<b>STEM - Computer Science for Special Populations</b> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 6 STEM Hrs</li> </ul>	<p>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</p>
<b>TPEP – Evidence and Artifacts</b> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> </ul>	<p>Participants learn about collecting evidence and artifacts in the certificated TPEP 4-tiered evaluation process. Session goals and objectives:</p> <ul style="list-style-type: none"> <li>- Demystify the magnitude of collecting and providing evidence</li> </ul>

<ul style="list-style-type: none"> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce tips to harvest evidence to best represent your instruction</li> <li>- Develop skills to identify relevant, meaningful, doable evidence</li> <li>- Offer suggestions to assist in producing authentic evidence aligned to the specific components of your evaluation model</li> <li>- Provide resources and organizers to assist you in your evaluation</li> </ul>
<p><b>TPEP – Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>During this training, participants will:</p> <ul style="list-style-type: none"> <li>- Learn why it's so important to use formative assessments in the classroom</li> <li>- Gain understanding of the research behind the practice</li> <li>- Investigate how formative assessments impact the opportunity gap</li> <li>- Uncover multiple connections between formative assessments and student learning</li> <li>- Identify the differences between formative and summative assessments</li> <li>- Review examples of formative assessments and learning activities</li> <li>- Crosswalk formative assessment practice with the three-teacher evaluation instructional frameworks</li> <li>- Receive over 100 resources (research, activities, examples, videos, PPTs, etc.) that can be --used back at local, council, and regional trainings</li> <li>- Teachers will have new Tech tools to use as formative assessments.</li> <li>- Teachers will learn to use formative assessments that assess career choices.</li> </ul>
<p><b>TPEP – Writing Student Growth Goals</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>This course deepens participants' understanding of the certificated TPEP 4-tiered evaluation process, with a focus writing and implementing effective student growth goals. <b>Session goals and objectives:</b></p> <ul style="list-style-type: none"> <li>- Gain knowledge about the law in relation to student growth goals</li> <li>- Review sample goals produced by practitioners across the state</li> <li>- Identify effective strategies to writing student growth goals</li> <li>- Develop skills to design and develop effective student growth goals</li> <li>- Introduce nested goals to help simplify the process</li> <li>- Identify and understand effective evidence that demonstrates achievement of student growth goals</li> <li>- Learn about the student growth impact rating and student growth inquiry plan</li> <li>- Write and provide working samples and drafts of exemplar goals</li> </ul>
<p><b>Equity - Culturally Responsive Strategies and English Language Learners Pathway</b></p>	
<p><b>CRS 1 Culturally Responsive Classroom Communities (CRS 1,2,3,4)</b></p> <ul style="list-style-type: none"> <li>• 12 Clock Hrs</li> <li>• 12 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul> <p><b>CRS 1, 2, 3, &amp; 4 are combined into a two day block of instruction</b></p>	<p>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.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate cultural competency - "The will and skill to create authentic and effective relationships across difference" - in the classroom</li> <li>- 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</li> <li>- 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</li> </ul>
<p><b>CRS2 – Culturally Responsive Classroom Managements</b></p> <p><b>CRS 1, 2, 3, &amp; 4 are combined into a two-</b></p>	<p>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.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Understand core practices for developing culturally responsive classroom management</li> </ul>

<p><b>day block of instruction</b></p>	<ul style="list-style-type: none"> <li>- Learn how to begin building social relationships, communicating in culturally responsive ways, cultivating a safe and inclusive environment and engaging with families and communities</li> <li>- 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</li> <li>- Receive resources and materials to support their culturally responsive classroom</li> </ul>
<p><b>CRS3 – Culturally Resp Classroom Interactions</b></p> <p><b>CRS 1, 2, 3, &amp; 4 are combined into a two-day block of instruction</b></p>	<p>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.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Apply core practices for developing culturally responsive classroom management</li> <li>- Practice how to begin building social relationships, communicating in culturally responsive ways, cultivating a safe and inclusive environment and engaging with families and communities.</li> <li>- 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.</li> <li>- Learn to use provided resources and materials to support their culturally responsive classroom</li> </ul>
<p><b>CRS4 – Culturally Resp Classroom Behavior Intervention</b></p> <p><b>CRS 1, 2, 3, &amp; 4 are combined into a two-day block of instruction</b></p>	<p>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.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Investigate ways to promote positive classroom and social behavior development</li> <li>- Identify strategies for implementing culturally responsive behavior interventions that address the underlying causes and functions of behavior</li> <li>- Adapt core principles of culturally responsive behavior intervention to meet the specific the needs of student</li> </ul>
<p><b>Culturally Responsive Classroom Communities-ESP</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate cultural competency - “The will and skill to create authentic and effective relationships across difference”- in the classroom</li> <li>- 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</li> <li>- 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</li> </ul>
<p><b>ELL Culture /Equity / Language</b></p> <ul style="list-style-type: none"> <li>• 14 Clock Hrs</li> <li>• 14 TPEP Hrs</li> </ul>	<p>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.</p>

<ul style="list-style-type: none"> <li>• 0 STEM Hrs</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Learn strategies to engage ELL students in academic learning and English language development</li> <li>- Recognize cultural and equity assumptions and culturally relevant instruction</li> <li>- Explore how to create classroom and school environments that facilitate language learning</li> <li>- Study language acquisition theory</li> <li>- Understand language development stages and instructional practices for the classroom</li> <li>- Find innovative ways to motivate English language learners to practice academic language skills through carefully structured plans that require students to demonstrate growing proficiency</li> </ul>
<p><b>ELL Culture / Equity/ Language – Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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 &amp; Language Training Module for Closing the Achievement Gaps uses research-based, classroom-focused instructional and advocacy strategies to help paraprofessionals:</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Engage English language learner (ELL) students in academic learning and English language development</li> <li>- Recognize and build on cultural and equity assumptions and culturally relevant instruction</li> <li>- Create classroom and school environments that facilitate language learning.</li> <li>- Absorb, understand and capitalize on language acquisition theory</li> <li>- Recognize language development stages and promising instructional practices for teaching in the classroom and school</li> <li>- Identify appropriate ELL instructional strategies aligned and differentiated to lessons and objectives and goals</li> <li>- Find innovative ways to motivate ELLs to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency</li> </ul> <p>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.</p>
<p><b>Special Education Pathway</b></p>	
<p><b>Behavior Interventions In Your School</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>This course provides participants with a broad understanding of the what is behind student behavior and takes a look at successful strategies for teaching appropriate replacement 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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn the difference between discipline and changing behavior</li> <li>- See and practice effective strategies for student de-escalation</li> <li>- Examine strategies for re-teaching appropriate behaviors</li> <li>- Complete a Functional Behavioral Assessment (FBA) interview</li> <li>- Develop a positive Behavior Intervention Plan (BIP)</li> <li>- Evaluate the effectiveness of the BIP by collecting student data</li> </ul>
<p><b>Classroom Teaming for Student Success</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> </ul>	<p>In this course, teacher-paraeducator teams learn collaboration strategies to improve student achievement. Topics include:</p> <ul style="list-style-type: none"> <li>- Planning: program and behavior</li> <li>- Evidenced-based instructional strategies</li> </ul>

<ul style="list-style-type: none"> <li>• 0 STEM Hrs</li> </ul>	<ul style="list-style-type: none"> <li>- Data collection and progress monitoring</li> <li>- Setting expectations for staff and students</li> </ul>
<p><b>Developing Non-Transition IEPs</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain awareness of the rules and regulations of IEP development through examining the Washington Administrative Code (WAC) 392-172A</li> <li>- Understand the intent of the IEP process to build meaningful, individualized and collaborative programs for eligible students</li> <li>- Learn and practice all elements of IEP development</li> </ul>
<p><b>Developing Transition IEPs</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain awareness of the rules and regulations for transition IEP development through examination of the Washington Administrative Code (WAC) 392-172A</li> <li>- Identify appropriate career/vocational assessments to determine employment/ educational/ independent living IEP goals</li> <li>- Understand the components of transition planning and how they drive the transition IEP process</li> <li>- Learn and practice the process to develop meaningful, individualized and collaborative transition IEPs</li> </ul>
<p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Review the Federal statute of Section 504 of the Rehabilitation Act of 1973 including: referral, team process, parent involvement, eligibility, plan development, implementation, and progress monitoring.</li> <li>- Learn the role Section 504 has in ensuring FAPE</li> <li>- Discuss what constitutes discrimination under 504 regulations</li> <li>- Will have the opportunity to develop 504 accommodations/plans for eligible students using research based instructional strategies and differentiated learning strategies for eligible students</li> <li>- 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</li> </ul>
<p><b>Special Education Data Collection Strategies In-Depth</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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.</p>
<p><b>Special Education Effective Instruction</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Connect concepts of brain research to instruction</li> </ul>

	<ul style="list-style-type: none"> <li>- Determine the effectiveness of an instructional strategy based on how it affects the areas of the brain</li> <li>- Target effective instructional strategies tailored to meet individual student strengths and learning challenges</li> </ul>
<p><b>Special Education and the Law</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 0 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain awareness of the definition of Free Appropriate Public Education (FAPE) as it applies to students eligible for special education</li> <li>- Walk through the IEP process – from referral through IEP development and implementation</li> <li>- Gain awareness of the law as it applies to least restrictive environment (LRE)</li> <li>- Know the importance of parent and student participation in all program decisions</li> <li>- Gain awareness of procedural due process</li> </ul>
<p><b>Special Education &amp; the Law for ESP</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain awareness of the definition of Free Appropriate Public Education (FAPE) as it applies to students eligible for special education</li> <li>- Walk through the IEP process – from referral through IEP development and implementation</li> <li>- Gain awareness of the law as it applies to least restrictive environment (LRE)</li> <li>- Know the importance of parent &amp; student participation in all program decisions</li> <li>- Gain awareness of procedural due process</li> </ul>
<p><b>Students with Autism in Your Classroom</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Examine the definition and characteristics of autism</li> <li>- Learn successful strategies and interventions for use when serving students with autism in the classroom</li> <li>- Obtain current and reliable resources focused on meeting the needs of students with autism</li> </ul>
<p><b>Team Pre-Crisis De-escalation</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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, <b>participants will be able to:</b></p> <ul style="list-style-type: none"> <li>- Determine individual student behavior triggers</li> <li>- Understand and describe the escalation cycle</li> <li>- Recognize the signs of a potential behavioral crisis and remediate before the event</li> </ul>

<p><b>Washington State Standards Instruction and Special Education</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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. <b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Develop confidence in their ability to develop IEPs that meet student needs, and where appropriate, align with Washington State Standards</li> <li>- Gain awareness of Washington State Standards and the connection to academic programs designed for individual special education students</li> <li>- Identify evidenced-based supports necessary to enable each student to move toward meeting the standards</li> <li>- 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</li> </ul>
<p><b>National Board Jump Start</b></p>	
<p><b>National Board Jump Start</b></p> <ul style="list-style-type: none"> <li>• 30 Clock Hrs</li> <li>• 30 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>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.</p> <p><b>Participants will</b></p> <ul style="list-style-type: none"> <li>- Understand the different requirements of the National Board Certification process.</li> <li>- Become familiar with the National Board standards for accomplished teaching in their certificate areas.</li> <li>- Examine the requirements of the documented accomplishments portfolio entry and create a first draft for review.</li> <li>- Describe, analyze and reflect upon their teaching practice in written commentaries.</li> <li>- Examine portfolio requirements for their certificate area and develop a curriculum map to guide the school year.</li> <li>- Become more intentional in their teaching and learn how to articulate the reasons behind their teaching practices</li> </ul>
<p><b>National Board Renewal</b></p> <ul style="list-style-type: none"> <li>• 8 Clock Hrs</li> <li>• 8 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>This training familiarizes NBCTs with the renewal process by facilitating the following:</p> <ul style="list-style-type: none"> <li>- Unpacking instructions for the renewal Profile of Professional Growth (PPG)</li> <li>- Identifying Professional Growth Experiences (PGEs) that meet the renewal rubric</li> <li>- Examining how the identified PGEs meet the renewal rubric</li> <li>- Practicing writing an entry using prompts from the components</li> <li>- Identifying evidence samples for each PPG component</li> </ul>
<p><b>Technology Pathway</b></p>	
<p><b>Breakout EDU</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPTP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Attendees will discover the engaging classroom gamification tool, Breakout EDU. This tool functions as a reverse escape room, where students engage with content related materials to solve clues and gather evidence to open locks and breakout! They will be introduced to the Breakout EDU platform and resources, and then will experience a physical and digital Breakout box from the perspective of a student. There will also be some planning and brainstorming time for how to use the Breakout EDU platform in your own classroom. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Introduce Breakout EDU platform and resources for the classroom</li> <li>- Experience physical and digital Breakout EDU sessions and plan ways to implement in the classroom</li> </ul>



<p><b>Desmos Math Instructions</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 6 STEM Hrs</li> </ul>	<p>Attendees will learn the ins and outs of using Desmos in their classroom with students. They will learn how to access and utilize the Desmos library and activities, how to create their own activities, and engage students with using technology infused math.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn how to use the Desmos graphing calculator and the various features and training materials provided through the platform</li> <li>- Learn how to find, revise, and create using the Desmos Activity Builder</li> <li>- Learn how to use Desmos to encourage student explorations of mathematical concepts with guided lessons and a variety of activities</li> </ul>
<p><b>Digital Teacher Librarian</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Attendees of this session will go on a deep dive of the recently adopted state Educational Technology Standards, also known as the International Society for Technology in Education (ISTE) standards. Discover how the use that standards as a framework in your classroom to build lessons and a classroom environment that organically infuses technology into daily classroom operations. Help your students become future ready with the ISTE standards! <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Discover the ISTE/State EdTech Standards and their use in the classroom</li> <li>- Learn how to use ISTE/State EdTech Standards to enhance student learning</li> </ul>
<p><b>Enhancing History Instruction with Technology</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>There are so many resources available to go beyond the textbook and actively engage students in history. This training will provide you with ways to access existing historical extension activities and create or modify history lessons to help your students better understand historical events in a meaningful way. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Find, use, and create lessons and activities aligned with primary historical documents</li> <li>- Find and use lessons and activities that will hook and engage students to historical events</li> </ul>
<p><b>Google Expeditions</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPTP Hrs</li> <li>• 3 STEM Hrs</li> </ul>	<p>Want to go on a field trip, but you just cannot make it? Make any field trip a reality with Google Expeditions. Attendees of this workshop will learn how take their students on a digital field trip using augmented and virtual reality kits. This session will teach the ins and outs of using the Google Expeditions kit from start to finish and share ideas with you as to how you can enhance the provided materials in the tech infused classroom. Learn how to transform your classroom and learning experiences! <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Introduce VR and Google Expeditions and applications for classroom use</li> <li>- Learn how to select and use appropriate expeditions that will significantly enhance student learning</li> </ul>
<p><b>Google Sites</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPTP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Attendees will learn about a wide range of uses for Google Sites. They will see examples of teacher websites created with Google Sites as well as student portfolios. Google Sites can also be great ways for students to share their learning throughout a project-based learning experience or through a large unit of study. There will be hands on work time with Google Sites where attendees can create their own class or teacher websites or a sample portfolio page to share with students. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Introduce the different applications for Google Sites as a teacher and with students</li> <li>- Create a Google Site as a teacher/class website or a student example</li> </ul>

<p><b>Managing the Digital Classroom</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Attendees will learn how to manage the modern technology infused classroom. They will learn how to use the learning management system Google Classroom, and how Google Forms can be a part of daily tasks going beyond just assessment. Discover behavior management tools such as Classcraft and Class Dojo, and easy ways to communicate with parents and their students outside of the school day. Begin the process of adapting classroom norms to fit technology in a natural way and organizing the physical space of their classroom to allow technology to function appropriately. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Learn how to plan and implement classroom strategies that engage and encourage students to take ownership of their learning, build relationships with students, and foster future ready skills</li> <li>- Examine and prepare for how student device usage may affect the culture of a classroom</li> <li>- Understand the teacher’s multifaceted role in the 21st century classroom</li> </ul>
<p><b>Transforming Student Learning with EdTech Standards</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 STEM Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>This workshop is designed to provide Teacher-Librarians and other educators with strategies to transform student learning using the state’s updated Educational Technology Learning Standards (<a href="http://www.k12.wa.us/EdTech/Standards/">http://www.k12.wa.us/EdTech/Standards/</a>). These standards are based upon the 2016 Technology Standards for Students released by the International Society for Technology in Education (ISTE) and can be integrated into lessons in virtually all content areas. Participants will gain a general understanding of the standards, and ideas for implementing them at all levels. This training was created and sponsored by the WA State Library, WLA, and OSPI. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Transform student learning by integrating WA EdTech Standards</li> <li>- Gain a general understanding of the WA EdTech Learning Standards</li> <li>- Plan for implementation of WA EdTech Standards</li> </ul>
<p><b>Video in the Classroom</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Transform your classroom and student learning by making video creation and editing a part of your classroom. Learn how to use it from a teacher perspective, and how your students can utilize it for project-based learning. Teachers will learn how to “flip their classroom” with simple procedure videos and ways to share those videos with their classes. They will also learn how to teach their students to create their own video projects using WeVideo. There will be hands on time to create and edit videos and use green screen technology. Other video-based applications will also be demonstrated such as EdPuzzle and Flipgrid. Engage your students and flip your classroom! <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Discover different video applications for use in the classroom including WeVideo, Edpuzzle, and Flipgrid</li> <li>- Create video(s) for use in the classroom</li> <li>- Create lesson(s) for video creation in the classroom</li> <li>- Learn how to flip your classroom with your own videos and a classroom YouTube channel</li> </ul>
<p><b>Virtual and Augmented Reality in the Classroom</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 6 TPEP Hrs</li> <li>• 6 STEM Hrs</li> </ul>	<p>Teachers will discover virtual and augmented reality software and hardware to use in their classrooms. The virtual reality will span from Google Expeditions and Google Cardboard applications, all the way up to Oculus Go and Oculus Rift. The augmented reality will cover an updated version of Google Expeditions kits. Teachers will gain hands on experience with all VR/AR platforms and will see student projects created using VR applications such as Tilt Brush. Give your students a unique learning experience through VR! <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Introduce a variety of VR and AR applications for your classroom</li> <li>- Gain hands on experience with a variety of VR/AR platforms and applications</li> <li>- Learn about the different ways to use VR/AR to engage students and enhance lessons and units</li> </ul>

<p><b>Writers Workshop in the Tech-Infused Classroom</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Revisit the writer’s workshop and learn how to transform it into a digital writer’s workshop with Google Docs and a variety of other tools. They will not only rework the writer’s workshop digitally, they will also look beyond substituting paper for a Google Doc and learn how to give their students a wide range of choices when committing their thoughts to print. They will also learn how to quickly give feedback with comments and create a comment bank in Google Classroom. Also, learn how to use Doctopus and Goodbric to return graded work more quickly and digitally. Run a more efficient writer’s workshop in the tech infused classroom! <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Learn how to run a writer’s workshop with your students while digitizing the writing process from start to finish</li> <li>- Learn how to allow students to collaborate and share their work, while still being able to see all their progress, and learn how to provide rapid feedback and grade digitally</li> </ul>
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<p align="center"><b>Social / Emotional Learning Pathway</b></p>	
<p><b>Adult Mental Health First Aid</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 0 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>Mental Health First Aid teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. This 6-hour training gives you the skills you need to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to appropriate care. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Common signs and symptoms of mental illness</li> <li>- Common signs and symptoms of substance use</li> <li>- How to interact with a person in crisis</li> <li>- How to connect the person with help</li> </ul>
<p><b>Building and Sustaining Tier 2 PBIS Interventions</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>This course is intended for those on Positive Behavioral Intervention and Support Teams who are looking to expand their practices to Tier 2 interventions. We will explain the core features of Tier 2, how to team efficiently, match interventions with skills-based need, and how to improve or expand Tier 2 interventions already in place. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Tier 2 core features</li> <li>- Teaming effectively with Tier 2 supports</li> <li>- Function-based intervention matching</li> <li>- Expanding Tier 2 interventions</li> </ul>
<p><b>Classroom Management Using PBIS Strategies</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>In this course, educators will learn classroom management strategies using the Positive Behavioral Intervention and Supports framework. The PBIS framework uses evidence-based prevention and intervention practices along a multi-tiered continuum to support the academic, social, emotional, and behavioral competence of all students. Instructors will focus on ways to change the environment to meet the needs of all students, how to acknowledge students appropriately, and how to correct misbehavior. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Apply PBIS school-wide knowledge to the classroom</li> <li>- Focus on foundations of building positive classroom culture</li> <li>- Build structure and predictability in the classroom</li> <li>- Learn effective practices to prevent and intervene with behavioral errors</li> </ul>

<p><b>Educator Self-Care</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 0 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>This course helps educators understand vicarious or secondary trauma and compassion fatigue. Impact from vicarious trauma can result in compassion fatigue, adverse health symptoms, and distract from the overall satisfaction of teaching. This course will help educators recognize symptoms commonly associated with vicarious trauma and compassion fatigue. Instructors will teach strategies to combat these symptoms.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Understanding vicarious trauma</li> <li>- Recognizing symptoms of vicarious trauma</li> <li>- Practices for self-care</li> <li>- Developing a self-care plan</li> </ul>
<p><b>Understanding ACEs and Trauma-Informed Care</b></p> <ul style="list-style-type: none"> <li>• 3 Clock Hrs</li> <li>• 3 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>This course covers ACEs (Adverse Childhood Experiences) and how to use trauma-informed practices in a school setting. The impact of ACEs on children can manifest in difficulties focusing, self-regulating, trusting others, and can lead to negative cognitive effects. The trauma-informed school movement aims to train teachers and staff to help children self-regulate. Having knowledge about trauma, and the ability to modify support options for children is valuable in order to improve their developmental success.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Understand ACEs</li> <li>- Understand how ACEs impact the lives of students</li> <li>- Learn how to use trauma informed practices to support students in an educational environment</li> </ul>
<p><b>Youth Mental Health First Aid</b></p> <ul style="list-style-type: none"> <li>• 6 Clock Hrs</li> <li>• 0 TPEP Hrs</li> <li>• 0 STEM Hrs</li> </ul>	<p>You are more likely to encounter someone — friend, family member, student, neighbor, or member of the community — in an emotional or mental crisis than someone having a heart attack. Youth Mental Health First Aid teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. Anyone can take the 8-hour Youth Mental Health First Aid course, but it is ideally designed for adults who work with young people, ages 12-18 — teachers, coaches, leaders of faith communities, social workers, and other caring citizens. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Common signs and symptoms of mental illnesses in this age group</li> <li>- Common signs and symptoms of substance use</li> <li>- How to interact with an adolescent in crisis</li> <li>- How to connect the adolescent with help</li> </ul>