

2019 Summer Institute Course Descriptions for Auburn



Teaching and Learning Pathway	
<p>CCSS – ELA – Summer Seminar</p> <ul style="list-style-type: none"> • 21 Clock Hrs • 21 TPEP Hrs • 0 STEM Hrs 	<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>Objectives:</p> <ul style="list-style-type: none"> - 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
<p>CCSS – Math – Summer Seminar</p> <ul style="list-style-type: none"> • 21 Clock Hrs • 21 TPEP Hrs • 15 STEM Hrs 	<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>Objectives:</p> <ul style="list-style-type: none"> - 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
<p>Gamification and Game Based Learning</p> <ul style="list-style-type: none"> • 7 Clock Hrs • 7 TPEP Hrs • 7 STEM Hrs 	<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>Innovate – Rethinking STEM and Humanities</p> <ul style="list-style-type: none"> • 21 Clock Hrs • 21 TPEP Hrs • 21 STEM Hrs 	<p>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.</p> <p>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.</p>
<p>Next Generation Science Standards</p> <ul style="list-style-type: none"> • 14 Clock Hrs • 14 TPEP Hrs 	<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</p>

<ul style="list-style-type: none"> • 14 STEM Hrs 	<p>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>
Equity - Culturally Responsive Strategies and English Language Learners Pathway	
<p>CRS 1 Culturally Responsive Classroom Communities (CRS 1,2,3,4)</p> <ul style="list-style-type: none"> • 12 Clock Hrs • 12 TPEP Hrs • 0 STEM Hrs <p>CRS 1, 2, 3, & 4 are combined into a two day block of instruction</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>Objectives:</p> <ul style="list-style-type: none"> - 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
<p>CRS2 – Culturally Responsive Classroom Managements</p> <p>CRS 1, 2, 3, & 4 are combined into a two-day block of instruction</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>Objectives:</p> <ul style="list-style-type: none"> - 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
<p>CRS3 – Culturally Resp Classroom Interactions</p> <p>CRS 1, 2, 3, & 4 are combined into a two-day block of instruction</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>Objectives:</p> <ul style="list-style-type: none"> - 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

<p>CRS4 – Culturally Resp Classroom Behavior Intervention</p> <p>CRS 1, 2, 3, & 4 are combined into a two-day block of instruction</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>Objectives:</p> <ul style="list-style-type: none"> - 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
<p>ELL Culture /Equity / Language</p> <ul style="list-style-type: none"> • 14 Clock Hrs • 14 TPEP Hrs • 0 STEM Hrs 	<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> <p>Objectives:</p> <ul style="list-style-type: none"> - 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
<p>Special Education Pathway</p>	
<p>Behavior Interventions In Your School</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 6 TPEP Hrs • 0 STEM Hrs 	<p>This course provides participants with a broad understanding of the what is behind student behavior and looks 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.</p> <p>Participants will:</p> <ul style="list-style-type: none"> - 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
<p>Developing Non-Transition IEPs</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 6 TPEP Hrs • 0 STEM Hrs 	<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.</p> <p>Participants will:</p> <ul style="list-style-type: none"> - 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

<p>Meaningful Learning for Students with the Most Significant Support Needs</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 6 TPEP Hrs • 0 STEM Hrs 	<p>During this training, participants engage in meaningful learning around students with multiple disabilities, including deaf-blindness, and students with the most complex needs. Participants focus on initial steps toward making the difference: effective instructional strategies, techniques, and programming for students with multiple disabilities.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Understand the impact of sensory loss on learning. - Learn strategies crucial for students with multiple disabilities, including deaf-blindness. - Learn how to apply these strategies and tools to create meaningful activities.
<p>Special Education Data Collection Strategies In-Depth</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 6 TPEP Hrs • 0 STEM Hrs 	<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>Special Education Effective Instruction</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 6 TPEP Hrs • 0 STEM Hrs 	<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.</p> <p>Participants will:</p> <ul style="list-style-type: none"> - 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
<p>Special Education and the Law</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 0 TPEP Hrs • 0 STEM Hrs 	<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>Participants will:</p> <ul style="list-style-type: none"> - 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
<p>Students with Autism in Your Classroom</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 6 TPEP Hrs • 0 STEM Hrs 	<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.</p> <p>Participants will:</p> <ul style="list-style-type: none"> - 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

<p>Washington State Standards Instruction and Special Education</p> <ul style="list-style-type: none"> • 6 Clock Hrs • 6 TPEP Hrs • 0 STEM Hrs 	<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.</p> <p>Participants will:</p> <ul style="list-style-type: none"> - 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
<p>National Board Jump Start</p>	
<p>National Board Jump Start</p> <ul style="list-style-type: none"> • 30 Clock Hrs • 30 TPEP Hrs • 0 STEM Hrs 	<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>Participants will:</p> <ul style="list-style-type: none"> - 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
<p>National Board Renewal</p> <ul style="list-style-type: none"> • 8 Clock Hrs • 8 TPEP Hrs • 0 STEM Hrs 	<p>This training familiarizes NBCTs with the renewal process by facilitating the following:</p> <ul style="list-style-type: none"> - 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 - Identifying evidence samples for each PPG component