

Vallivue School District

Professional Development

Course Catalog: Optional and Required Courses

VSD's Professional Development Goal

At VSD, we have a steadfast obligation to ensure student success in supporting quality instruction by providing professional development, resources, and collaboration time.

Professional development practices will align with district and school improvement plans.

Parents and patrons of Vallivue are invited to participate in any course we offer.

Our Four Year Plan

Year One:
Frameworks
Managing the First Semester

Year Two:
Tribes (elementary or middle school level)
Classroom Instruction that Works

Year Three:
Advanced Reading Specialist
Introduction to SIOP

Year Four:
Advanced Reading Specialist
Culture of Poverty
Introduction to SIOP

Important Note:
The District's professional development plan may be adjusted by the building principal according to individual teacher need.

Required Courses:

Managing the First Semester

Year 1

Credit(s): 1

Course Description: To equip teachers new to the profession with effective strategies for handling classroom management, working collaboratively with others, increasing student achievement, and achieving success in the first year of teaching.

Instructional Objectives:

Equip teachers new to the profession with effective strategies for:
Handling classroom management.
Working collaboratively with others.
Increasing student achievement.
Achieving success in the first year of teaching.

Course Requirements:

Attend all scheduled meetings of the class, participate in class discussions, view the Harry Wong DVD series, participate in monthly collaboration meetings, share logs of implementation experiences between sessions.

Reflect on the effectiveness of strategies implemented. Complete out-of-class reading assignments in Wong and Marzano.

Complete a written classroom management plan. Implement strategies in the classroom. Maintain and submit reflection log on strategies implemented and their effectiveness.

Instructor(s):

Pat Charlton & Gary Johnston

Text: Wong and Wong, *The First Days of School*

Frameworks for Teaching

Year 1

Credit(s): 1

Course Description: Educators to learn

and be able to apply the Framework for Teaching concept.

Instructional Objectives: Be able to identify the domains and components of the Framework for Teaching.

Be able to give examples of classroom applications of the Framework concepts for students and for teachers.

Be able to apply the Framework rubrics to self-evaluate their professional practice.

Course Requirements: Attendance at each session and participation in class activities and assignments.

Read resource materials and required texts.

Prepare and submit a classroom application activity.

Instructor(s): Teri Hutton, Pat Looney & Karla Thompson

Text(s): *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson; *Introduction to a Framework for Teaching* (Pathwise/ETS); and *Building Understanding of a Framework for Teaching* (Pathwise/ETS)

Tribes (elementary or middle school level)

Year 2

Credit(s):

Course Description: To extend and support the knowledge of using the TRIBES human development process to implement cooperative learning within the classroom.

Instructional Objectives:

Continue to discover the impact of the TRIBES pattern of interaction over the traditional approach for working with students.

Be asked to decide how this class will help educators improve on the Framework evaluation and which specific components are addressed in this class.

Required Courses:

Tribes continued...

Concentrate on Framework Domain 2, The Classroom Environment, where they will focus on teacher and student interaction with respect and rapport.

Concentrate on Framework Domain 3 where the focus will be how to engage students in learning.

Course Requirements:

Attend and participate in all sessions. Develop an outline for a plan on how to implement TRIBES into his/her classroom, including a planned time of implementation.

Read assigned materials in TRIBES manual. After each reading class assignment, educators will journal how they will use an example from the reading in their classrooms.

Write a daily reflection of his/her individual Tribes learning experience, including what went right, what areas need improvement, and what they plan for his/her 'next steps.' Complete implementation plan.

Instructor: Chris McCurley

Text: *Tribes, A New Way of Learning and Being Together* by Jeanne Gibbs OR *Discovering Gifts in Middle School: Learning in a Caring Culture* led...*Tribes* by Jeanne Gibbs

Classroom Instruction that Works

Year 2

Credit(s): 1

Course Description: Based on Marzano's *Classroom Instruction that Works*. Designed for educators to discuss current research regarding factors which drive effective schools.

Instructional Objectives: Increase awareness of the teacher, student, and school factors.

Apply practical applications into school settings.

Be able to document improved teacher effectiveness, as evidenced by pre and post self-evaluations.

Learn to collaborate to advance student achievement both horizontally and vertically in grade levels.

Be able to identify and compare factors

Classroom Instruction Cont'd...

relevant to current school and district learning environments

Course Requirements: Attend and share ideas in the initial organizational meeting and assigned discussion groups.

View video lesson segments on supplied DVDs. Complete assigned readings.

Respond in writing to questions related to the critical attributes of each segment's content.

Prepare and share reflections and application experiences within learning team discussion groups.

Create and prepare a course syllabus to use for training second year teachers during the second semester.

Instructor(s): Building Principals

Text: *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* and *A Handbook for Classroom Instruction that Works* by Marzano

Advanced Reading Specialist

Year 2

Credit(s): 2

Course Description: This course provides advanced training in effective scientifically based instructional practices in reading, based on the latest reading and writing research, including the key finding of the

Advanced Reading Specialist Continued..

National Reading Panel Report. Note: there are two versions: K-5 and 6-12

Instructional Objectives:

Participants will be engaged in a situation where they will learn theory, put it into practice, evaluate and revise based on students' performance. Coaching from trainers will be site-based, administrators will be required to participate in all training, implementation and discussion groups so that strong "teams" emerge in each building. Emphasis will be placed on participant's mastery of linking materials

Required Courses:

to a diagnosis and assessment plan.

Participants will be able to identify and connect the new information back to the four domains of Frameworks by Charlotte Danielson, which will enhance their professional knowledge and improve student learning in the classroom.

Course Requirements:

Attend all class sessions and actively participate in class. Participants will turn in assigned work on time, i.e.; assessments and reflection papers.

Each participant will require classroom implementation, evaluation, reflection incorporating the Frameworks rubric and reporting back to both school and course instructor, and follow-up reporting at the following training session.

All work will be reading and direct classroom implementation of theory. The participants will work closely together throughout the year at the 30 planned contact hours as well as on-going support.

Instructor: Adria David

Text: "CORE Teaching Reading Sourcebook" and "CORE Assessing Reading Multiple Measures"

SIOP: An Introduction to Sheltered Instruction

Year 3

Credit(s): 1

Course Description: This course will introduce educators to the components and features of Sheltered Instruction Observation Protocol (SIOP), provide opportunities for them to practice these strategies in their classrooms, and to reflect and improve on the results of their initial implementation. (There is a secondary and elementary version of this course.)

Instructional Objectives:

Planning and Preparation: Teachers will learn the theory of sheltered instruction: the "why" of SIOP.

Classroom Environment: Teachers will learn to draw on culturally diverse student strengths and work with the classroom teacher to create an environment where all students are included in the learning proc-

ess.

Instruction: Teachers will learn and practice sheltered instruction strategies: the "what" of SIOP.

Professional Responsibilities: Teachers will reflect on their growing knowledge and ability to apply SIOP strategies to specific students and situations in order to improve their instruction: the "how" of SIOP.

Course Requirements:

Teachers will learn the 8 components and 30 features of SIOP.

Address classroom environment issues: Teachers will post and use language and content objectives for each lesson.

Understand instructional strategies: Teachers will work under the supervision of a classroom teacher to implement a minimum of five SIOP strategies in their classrooms.

Attend all sessions and participate in discussions and activities.

Be prepared with assignments completed for each session.

Read from both texts.

Intro to SIOP Continued..

Work to apply a new SIOP strategy before each session. Work to implement two SIOP lesson plans.

Create a final one page reflection document on incorporating sheltered instruction in the classroom.

Instructor: Sarah Seamount

Texts:

Echevarria, J., Vogt, M. & Short, D. (2010). *Making Content Comprehensible for Elementary English Learners: The SIOP Model*. Pearson Education Inc. and Echevarria, J., Vogt, M. (2008). *99 Ideas and Activities for Teaching English Learners with The SIOP Model*. Pearson Education Inc.

Required Courses:

Frameworks for Understanding the Culture of Poverty

Year 4

Credit(s): 1

Course Description:

This learning team course is designed to allow educators to explore the differences that separate economics and impede the education of the poor, as outlined in *Framework for Understanding Poverty*, by Ruby K. Payne. Educators will also learn cultural awareness and intercultural communication skills.

Instructional Objectives:

Identify and be able to implement teaching strategies that help build cognitive strategies, conceptual frameworks, and the ability to sort.

Learn sources of support and resources for students. Understand hidden rules that govern social interaction and impact classrooms.

Increase cultural awareness, intercultural communication skills, and awareness of the differences that separate economic classes.

Course Requirements:

Complete assigned outside readings. Participate in class and discussion groups.

Design lessons for greater payoff in achievement, and greater cognitive development inside the head of each student. Implement strategies in individual classrooms.

Maintain portfolio showing evidence of student achievement; use of effective strategies, and reflections on the use of strategies.

Implement two strategies from C.O.P. training into lesson plans, classroom expectations, or procedures that can be observed or documented.

Share reflections and application experiences with full group.

Instructors: Mert Burns, Rick Wiese, Marilyn Hart

Text: *Framework for Understanding Poverty*, by Ruby Payne

Optional Courses:

Unit Study

Credit(s): 1

The goal of the unit study is to provide a school, grade level, or department the opportunity to focus attention on what and how they are teaching in any subject area. By creating a pre- and post- test, a decision is made on what are the most important ideas for the unit of study. This gives a general framework for how each lesson should tie into the big ideas or key developmental understandings and align to current state standards and soon Common Core Standards. The pre-and post test and analysis of this data helps determine what students know and do not know and collectively modify instructional practices.

This would apply to any subject

1. Selection of the essentials skills/big ideas to be taught in the unit (1 quarter)
2. Alignment to state standards and common core standards
3. Structural components matrix
4. Pre- and Post- assessment
5. Instructional strategies/Key questions/ models

Day

Pre-test

Objective/Planning/Instruction 3-4 wks

Post-test

Step Up to Writing

Credit(s): 1

Course Description: To provide easy-to-teach, easy-to-learn writing strategies to help students write clear, concise, and organized paragraphs, reports and essays.

Optional Courses Continued:

Nine Essential Skills for the Love and Logic Classroom

Credit(s): 1

Course Description: Educators will explore the use of the Love and Logic Principles and skills taught through the nine instructional modules. Educators will explore how to create classroom and school environments that stimulate responsible behavior and high levels of academic achievement.

Finding Your Strengths

Credit(s): 1

Course Description: This course is based on the *StrengthsQuest*[™] content created by Chip Anderson and Donald Clifton (www.strengthsquest.com). Participants will discover and gain a new awareness of their strengths as they learn how to develop and integrate using their strengths in their lives, work, and school environments.

6+1 Traits of Writing

Credit(s): 1

Course Description: This course will provide an overview of the 6+1 traits of writing and how to apply the traits to assess student work using writing rubrics, plan standards-based writing lessons, and conduct successful scoring sessions.

Mentoring New Teachers

Credit(s): 2

Prerequisite: Must be a mentor to take this course.

Course Description: Participants will learn and practice mentoring skills. Receive training on the purpose of district mentoring programs. Understand mentoring roles and learn how

to build an effective mentoring relationship. be able to identify new teacher needs and select appropriate coaching strategies.

Building an Effective Learning Community

Credit(s): 1

Course Description: Creating an effective learning community in the classroom through strong management strategies and efficient organization and planning.

Project-Based Learning

Credit(s): 1

Course Description: Teachers will continue development of inquiry-based learning by understanding and applying the concepts of project-based learning, incorporating grammar into the writing via project-based learning, and using formative and summative data to drive instruction.

Advanced Inquiry Institute

Credit(s): 3

Course Description: Teachers and administrators will learn to reframe existing curricular requirements as inquiry, ask essential questions, design instructional sequences, and use discussion and questioning techniques to promote deep understanding of disciplinary concepts and strategies.

SIOP Implementation in the Classroom

Credit(s): 1

Course Description: Educators will apply the SIOP training that they had previously to implement the SIOP Model in their classrooms. This course goes beyond the introductory level.

Optional Courses: Additional Information

Advanced Tribes Credit(s): 2

Course Description: To extend and support the knowledge of using the TRIBES human development process to implement cooperative learning within the classroom.

ELD Strategies for the Classroom or General Ed Teacher Credit(s): 1

Course Description: Strategies to use in connecting learning for students between LEP instruction in the district's structured English Immersion program and providing classroom teachers with the same training provided to LEP teachers and paraprofessionals. In this way, student learning is connected and scaffolding can continue in the classroom for the LEP student.

MTI Follow-Up K-3 Credit(s): 1

Course Description: The focus for the MTI Follow-up course will be on number sense, number operations, measurement, and geometry. Time will also be spent on teachers identifying the big ideas for each grade level. Work will be done in aligning big ideas with state standards utilizing Everyday Math and supplemental materials in order to increase student's critical thinking skill in mathematics.

MTI Follow-Up 4-9 Credit(s): 1

Course Description: This class is designed for teachers who have completed the MTI course and want to investigate and discuss mathematical topics related to instruction in grades 4 – 9. Activities include examining grade level content, building learning progressions, examining student work, and sharing resources, practices, and ideas.

Many of the professional development courses we require/offer can be taken for credit, but it is not required that employees take the courses for credit.

Most courses offer one or two credits through NNU. The usual cost is \$60 per credit. The cost of the credits are the responsibility of the individual.

For questions or further information please check with your building administrator or Susan James or Gary Johnston at the district office.

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