

THE PILCHUCK INSTITUTE

Your Union, Your Learning

Pilchuck UniServ and WEA Professional Development

PILCHUCK UNISERV COUNCIL
Serving Public Educators of Snohomish County



WEA
WASHINGTON
EDUCATION
ASSOCIATION

Sharing the power of knowledge.

Please register for one six-hour class or up to two three-hour classes (one AM and one PM).

Courses are listed below. Detailed descriptions can be found on the following pages. Please select one six-hour class **or** up to two three-hour classes.

Six Hour Courses:

- Cultural Responsive Training III & IV: Culturally Responsive Classroom Interactions and Behavior Interventions
- Students with Autism in Your Classroom**
- ELL Culture/Equity/Language-Closing the Gap

- OR -

Three Hour AM Courses:

- ELA Reading Strategies with a Social Studies Focus
- What If You Really Do Want to Retire Someday?***
- Shifting Instructional Practices in Math to Ensure Equitable Outcomes for ALL Kids

Three Hour PM Courses:

- Creating Mathematical Thinkers and Not Calculators! Tethering Technology and Mathematics to Keep Kids Motivated!
- Getting Out the Door to Retirement***
- Shifting Instructional Practices in ELA to Ensure Equitable Outcomes for ALL Kids

Make sure you receive a confirmation email. This is the way we will communicate with you about the specific location of your training and update you with any changes.

If your section is full when you register (the event title will show (full)), please feel free to click the link again and try to register for a different course; or you can still register and will be placed on the wait list for that class.

***These classes are at the Pilchuck UniServ Council.*

Details:

Saturday, May 5th, 2018
9:00am – 3:30 pm

Classes will be offered in North Everett, either at the Pilchuck Office or at the Everett School District CRC.

Lunch and clock hours (if allowable) provided.

To register:

Click on the link below to go to the registration page for the courses offered at [Pilchuck](#)***:

- OR -

Click on the link below to go to the registration page for the classes offered at the [Everett](#) CRC:

Space is limited, and we expect most sessions to reach capacity.

These classes are free, and only open, to WEA members.

Visit the WEA Professional Development Network www.washingtonea.org/pd/ for more training options in your area. WEA is committed to offering relevant, high quality professional development to all members.

SIX-HOUR CLASSES

Culturally Responsive Training III & IV: 6 hours

Culturally Responsive Classroom Interactions and Behavior Interventions

This training helps educators explore culturally responsive classroom interaction practices to ensure that students experience a positive, consistent, safe, and equitable classroom. Participants will learn to facilitate classroom interactions that appropriately integrate their students' culture and family backgrounds.

Objectives:

- Apply core practices for developing culturally responsive classroom interactions.
- Identify strategies for building social relationships between students and families.
- Develop ideas for communicating in culturally responsive ways.
- Find ways to respond to student needs through facilitating student focus groups.
- Investigate cultural assumptions, views, and beliefs to understand how one's own cultural histories and biases may affect work with students from culturally, linguistically, and socio-economically diverse backgrounds.
- Learn to use provided resources and materials to support culturally responsive classrooms.

-- and --

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.

Students with Autism in Your Classroom: 6 hours

This six-hour professional learning course offers an in-depth look at autism characteristics in areas such as social reciprocity, shared attention, and perspective taking. Course attendees will 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 in both the general and special education classrooms.

Participants will:

- Understand 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.

ELL Culture/Equity/Language-Closing the Gap: 6 hours

This training is an introductory course intended to support and assist educators in understanding how to apply the best research-based ELL, culture and equity practices in the classroom. Engage ELL students in academic learning and English language development. Recognize cultural and equity assumptions and culturally relevant instruction. Create classroom and school environments that facilitate language learning. Understand language acquisition theory. Recognize language development stages and instructional practices for teaching in the classroom. Find innovative ways to motivate ELLs to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency.

Outcomes:

- Explore culture and equity issues
- Develop an understanding of how our beliefs, values, and behaviors related to culture, language, racial identity, and equity impact our practice with English language learners
- Examine critical elements of instructional design to promote English language development
- Review and develop lesson plans for ELLs reflecting Culture, Equity and Language Acquisition

Part 1 of this session will focus greatly on demographics (why are we here), cultural competency framework and overview of language acquisition theory. Part 2 will focus greatly on culturally responsive instructional strategies, including comprehensible input, metacognitive strategies, and structures and functions.

THREE-HOUR CLASSES -- AM

ELA Reading Strategies with a Social Studies Focus: 3 hours

Informational text in social studies is challenging, given the amount of background knowledge and vocabulary needed to understand what you are reading. Learn some strategies you can use in your classes to scaffold and differentiate for your struggling readers in Social Studies. Course participants will view strategies and leave with their own samples ready-to-use in the classroom.

What If You Really Do Want to Retire Someday?: 3 hours

Participants will receive a basic understanding of things they will need to know, learn and think about related to retirement so they can develop a plan for this part of their life. This class will help you learn the steps you should take to be able to comfortably retire.

Shifting Instructional Practices in Math to Ensure Equitable Outcomes for ALL Kids:

(STEM and TPEP Clock Hours Approved) 3 hours

What is the connection between equity and math instruction? It starts with the belief that all students can access grade level content and achieve equitable academic outcomes! In this hands-on session, we will explore ideas of equitable instruction. See how *all* students can be successful with grade level mathematics by leveraging focus and coherence to provide access to rigorous mathematics content and instruction. Participants will learn about ways lessons and tasks can be structured to address unfinished learning in service of access and opportunity for all students.

THREE-HOUR CLASSES -- PM

Creating Mathematical Thinkers and Not Calculators!

(STEM and TPEP Clock Hours Approved): 3 hours

This professional learning is eligible for the new STEM and TPEP clock hour requirements. **During this training, participants will:**

- Formative tech assessments for math
- 1 to 1 tech vs. group tech for math
- Summative tech assessments for math
- Documenting technology assessments
- Keeping kids motivated through technology

Getting Out the Door to Retirement: 3 hours

This session is ONLY FOR THOSE MEMBERS RETIRING OR SEVERING SERVICE AT THE END OF THIS year.

Participants must have requested their official Estimate of Benefits from the Department of Retirement Services (www.drs.wa.gov) either online or by phone and bring their retirement forms to the workshop. The forms cannot be downloaded until the request of the official estimate has processed. This can take 3 to 4 weeks. Participants will work in small groups with our WEA Retired Seminar Team members to get questions answered and complete the tasks necessary for retiring or severing service.

Shifting Instructional Practices in ELA to Ensure Equitable Outcomes for ALL Kids:

(TPEP Clock Hours Approved) 3 hours

What is the connection between equity and literacy instruction? The achievement gap in reading continues grows larger as students progress through school, yet there are equitable literacy practices that can help all students access grade-level

literacy instruction. Research tells us that students' ability to work with complex text is the most important factor in college- and career- readiness in reading. Additionally, knowledge of content has a higher impact on comprehension than reading ability. In this hands-on session we will learn about effective instructional practices to support students who are most challenged by complex text and knowledge demands thus promoting equitable achievement outcomes for all kids.