

2017-18 Professional Learning Opportunities

- Sessions will require demonstration of teacher implementation for full compensation
- For professional learning occurring outside of contracted hours, participants will be compensated at the the per session rate, or can choose hours towards salary advancement (unless mentioned otherwise).
- Unless mentioned otherwise, all sign ups will be via e-schools.
- The professional learning sessions below is open to participants across the district and **does not include site specific PL, or PL with predetermined participants.**

ELA & ELD

<u>PL Title</u>	<u>PL Description</u>	<u>Audience</u> Who: Max. attendance:	<u>Date & Time</u>	<u>Location</u>
Foundational Skills	Using assessments to differentiate foundational skills instruction and using resources for successful implementation	K-2 and older grades with striving readers Max: 35	Feb 22 8:30-3:00 SRN 30616	Serna
Adopted ELA/ELD materials - first training option	Training for use of the newly adopted materials Two full days, followed by 2 hour, 4-6 pm, component-specific sessions in the fall - tbd	K-12 teachers	2 days, TBD, maybe: May 8 & 9 or May 15 & 16 or May 22 & 23 8:30-3:00	Serna
Adopted ELA/ELD materials - second training option	Training for use of the newly adopted materials	K-12 teachers	2 days end July tbd 8:30-3:00 After summer school and at least one week before school starts	Serna or site

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Adopted ELA/ELD materials - third training option	Training for use of the newly adopted materials	K-12 teachers	2 days in Sept	Serna
Adopted ELD materials - 1st training option	Training for use of the newly adopted materials for Newcomer and Emerging ELs	7-12 teachers	1 day in July	Serna
Adopted ELD materials - 2nd training option	Training for use of the newly adopted materials for Newcomer and Emerging ELs	7-12 teachers	2 evenings in Sept	Serna
Elementary ELD Tier II	Professional learning on providing integrated and designated ELD to English Learners.	K-6 teachers	2/27, 3/20, 5/8 8:30 am-3:00 pm	Serna
Secondary ELD Tier III	Professional learning on providing integrated ELD to English Learners.	7-12 teachers	3/6, 4/19 8:30 am-3:00 pm	Serna

MATHEMATICS Professional Learning

Instructional Focus: Problem solving; **Strategies Focus:** Collaboration and communication of mathematical reasoning; peer discourse; **Instructional Tools:** visual models, concrete representations, interactive technology

<u>PL Title</u>	<u>PL Description</u>	<u>Audience</u> <u>Who &</u> <u>Max. attendance</u>	<u>Date</u> <u>& Time & SRN</u>	<u>Location</u>
Math Mondays	Content development emphasizing models and representations using the district Curriculum Maps as a guide	K-8 Math Teachers 30/segment: K-2, 3-5, 6-8	<u>4:00-6:00</u> 9/25, 10/23, 12/4 , 1/22, 2/26, 3/19, 4/23, 5/21 K-2 SRN 01559 3-5 SRN 015591	School Sites

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			6-8 SRN 015592	
<u>Math Talk Learning Series</u> -Number Talks, Book 1 -Number Talks, Book 2 (Fractions, Decimals, Per) -Making Number Talks Matter *Participants receive books	3-Part Series in 2-hour PL blocks followed by supported practice/ implementation	K-8 Math Teachers Need 5-12 Tchrs to form a cohort	After school for 2 hours, 3 times; during day options available Teachers arrange dates/specific times with math specialist	School Sites
<u>Reasoning, Problem-Solving, & Discourse</u>	3-Part series in 2-hour PL blocks followed by supported practice/implementation <ul style="list-style-type: none"> ● What can a teacher do to show and tell less, so that students think and say more? ● How can we select, design, and implement tasks to best engage students in mathematical reasoning and discourse? 	K-12 Math Teachers Need 5-12 Tchrs to form a cohort	After school for 2 hours; during day options available Teachers arrange specific dates/times with math specialist	School Sites

In this final year of math grant funding, every math teacher in the district is additionally supported for one last year with 6.0 hours of release time or 4.0 hours of after-school time for collaborative work in mathematics paid at the voluntary per session rate of \$41.27/hour. Please contact your math training specialist or the Mathematics Coordinator, Mikila Fetzer, for details.

SCIENCE

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<u>PL Title</u>	<u>PL Description</u>	<u>Audience</u> Who: Max. attendance:	<u>Date & Time</u>	<u>Location</u>
NGSS Professional Learning Series	The NGSS workshop series incorporates NGSS pedagogical development and content knowledge. Workshops are facilitated by teachers leaders within the district in partnership with central office staff. Teachers select a series pathway that is developmentally appropriate to them as an educator.	Who: K-12 Teachers Mac Attendance: 100 per workshop K-12 SRN 5040	February 21 4:30-6:30pm April 4 4:30-6:30pm May 5 (Saturday) 9:00-1:30	Burbank HS

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GATE

<u>PL Title</u>	<u>PL Description</u>	<u>Audience</u> Who: elementary teachers & principals Max. attendance: 30	<u>Date & Time</u>	<u>Location</u>
GATE Certificate	Professional sequence certificate in Gifted Education supports classroom teachers and principals in developing better understanding about the unique academic and psychological needs of gifted students. Participants attend 10, 2-hour classes and complete a Differentiated Unit of Study with coaching and curriculum development support. Attendees MUST pre-register in eSchools	K-6 Teachers & Principals Max: 30/session	3:45-5:45 PM 1/30/18 SRN301906 2/13/18 SRN301907 2/27/18 SRN301908 3/13/18 SRN301909 4/3/18 SRN301910 5/1/18 SRN301911	Serna

SPECIAL EDUCATION

<u>PL Title</u>	<u>PL Description</u>	<u>Audience</u> Who: Max. attendance:	<u>Date & Time</u>	<u>Location</u>
Special Education New Teacher Series #1 IEP Management & SEIS	Teachers will gain experience using SEIS (Special Education Information System) to manage IEPs, timelines, and process.	New Special Education Teachers 40 Max.	9/11/17 4:00 - 6:00 PM SRN 5023	Serna Center
Special Education New Teacher Series #2 Woodcock Johnson IV Testing	Woodcock Johnson IV Training: Teachers will learn how to administer the WJ IV, basic setup, test components, entering results to generate a report, and how to present the WJ IV report at an IEP meeting.	New Special Education Teachers 40 Max.	9/25/17 4:00 - 6:00 PM SRN 5024	Serna Center

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Special Education New Teacher Series #3 IEP Meeting Requirements and Strategies	Conducting a successful IEP meeting (How to manage an IEP meeting, what makes up an IEP team, timelines, collaborating with general education teachers and support staff.)	New Special Education Teachers 40 Max.	10/9/17 4:00 - 6:00 PM SRN 5025	Serna Center
Special Education New Teacher Series #4 Writing IEP Goals to Common Core State Standards	How to write IEP goals to support CCSS being taught in the classroom, measuring goals and goal reporting.	New Special Education Teachers 40 Max.	10/23/17 4:00 - 6:00 PM SRN 5026	Serna Center
Special Education New Teacher Series #5 Behavior Management and Behavior Intervention Plans	How classroom behavior management supports and engages students, what to do when more support is needed, and BIP's (Behavior Intervention Plans).	New Special Education Teachers 40 Max.	11/6/17 4:00 - 6:00 PM SRN 5027	Serna Center
Special Education New Teacher Series #6 How Data Drives Instruction	How to use data to drive your daily instruction, how to post-assess IEP goals, what are the types of data you should be gathering and how to use it to create rigorous lessons.	New Special Education Teachers 40 Max.	12/4/17 4:00 - 6:00 PM SRN 5028	Serna Center
Special Education New Teacher Series #7 Services, Supports, and SEIS	Teachers will learn about the types of services available to students, how to document in SEIS and the IEP, , managing case lists and organizational supports necessary to meet case management needs.	New Special Education Teachers 40 Max.	1/8/18 4:00 - 6:00 PM SRN 5029	Serna Center
Special Education New Teacher Series #8 Statewide Testing, Accommodations and Modifications	How to accommodate Statewide Testing (SBAC & CAA) and the day to day supports students need to be successful.	New Special Education Teachers 40 Max.	2/5/18 4:00 - 6:00 PM SRN 5030	Serna Center
Special Education New Teacher Series #8 Statewide	How to accommodate Statewide Testing (SBAC & CAA) and the day to day supports students need to be	New Special Education Teachers	TBA 4:00 - 6:00 PM	Serna Center

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Testing, Accommodations and Modifications	successful.	40 Max.	SRN 50301	
Special Education New Teacher Series #9 Communicating with Parents and the IEP Team	How to communicate with parents and the IEP team for successful and productive IEP meetings.	New Special Education Teachers 40 Max.	3/5/18 4:00 - 6:00 PM SRN 5031	Serna Center
Special Education New Teacher Series #9 Communicating with Parents and the IEP Team	How to communicate with parents and the IEP team for successful and productive IEP meetings.	New Special Education Teachers 40 Max.	TBA 4:00 - 6:00 PM SRN 50311	Serna Center
Special Education New Teacher Series #10 Grade Level Segment Transitions and the IEP/ITP	How to prepare for grade level transitional segment changes and the IEP (elementary to middle, middle to high, high to adult transition/life out of high school, graduation/certificate track, WorkAbility1, TPP, and Adult Transition).	New Special Education Teachers 40 Max.	4/2/18 4:00 - 6:00 PM SRN 5032	Serna Center
Special Education New Teacher Series #10 Grade Level Segment Transitions and the IEP/ITP	How to prepare for grade level transitional segment changes and the IEP (elementary to middle, middle to high, high to adult transition/life out of high school, graduation/certificate track, WorkAbility1, TPP, and Adult Transition).	New Special Education Teachers 40 Max.	TBA 4:00 - 6:00 PM SRN 50321	Serna Center

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<p>Crisis Prevention Institute Training, Non-Violent Crisis Prevention</p>	<p>Learn to organize your thinking about how behavior escalates and how to respond appropriately during moments of chaos.</p> <ul style="list-style-type: none"> •Learn identifiable behavior levels and appropriate staff response to minimize disruption of student learning •Establish crisis intervention teams and appropriate protocols for on-site intervention •Practice a progression of non-harmful holding skills. <p>Notes: You must attend all training dates of your session (8 hours) for certification in non-violent physical crisis intervention, however, you can be certified for verbal crisis intervention only (6 hours).</p>	<p>Who: Teacher(s) of students with special needs, instructional aides in those classrooms, administrators, and other school site staff that may be involved with crisis intervention on school campus. 30 Max</p>	<p>Series 1: January 22nd, 23rd, 29th, and 30th (3:30-5:30) SRN 5033 ----- Series 2: April 16th, 17th, 23rd, and 24th (3:30-5:30) SRN 5034</p>	<p>Series 1: Caleb Greenwood 5457 Carlson Dr. Sacto., 95819 ----- Series 2: James Marshall 9525 Goethe Road Sacto., 59827</p>
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SEL/ EQUITY

<u>PL Title</u>	<u>PL Description</u>	<u>Audience</u> Who: Max. attendance:	<u>Date & Time</u>	<u>Location</u>
<p>Harmony: Meet Up/Buddy Up SEL curriculum (Only for Elementary teachers)</p>	<p>Participants will receive an overview and strategies on how to deliver the Stanford Harmony SEL curriculum, which develops students' ability to communicate, cooperate, connect, embrace diversity, and resolve conflict. Each participant receives a grade-level curriculum kit.</p>	<p>40-50 teachers (Grades K-6)</p>	<p>1/23/18 3:45-5:45 SRN 48832</p>	<p>Michigan/ Minnesota</p>
<p>An Equity Approach to</p>	<p>Learn how trauma impacts the brain/learning, and how</p>	<p>60 teachers and</p>	<p>2/20/18</p>	<p>Pennsylvania/</p>

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Trauma-Informed Practices	trauma-informed practices creates the social and emotional safety needed to maximize learning.	administrators	3:45-5:45 SRN 48827	Tennessee
An Equity Approach to Mindfulness and the Brain	Learn how the brain benefits from mindfulness practices including the development of key social emotional competencies that facilitate academic learning.	60 teachers and administrators	4/24/18 3:45-5:45 SRN 48828	Pennsylvania/ Tennessee
An Equity Approach to SEL and Academic Integration	<p>At this PL participants will experience an approach to braid SEL and Academic Skill-sets. PL will be conducted both by Training specialists and teachers who have been utilizing and experimenting with the SEL-Academic Integration Framework.</p> <p>Participants will walk away with:</p> <ul style="list-style-type: none"> ● Strategies to develop SEL skills. ● Clarity of SEL’s relationship to High-Level tasks and subsequent high level student outcomes. ● Understanding of how to build and utilize “reference points” in classrooms as they ask students to take on high-level academic tasks. ● Vetted Teacher Lesson Plans that show the intentionality of braiding SEL and Academic Skills. 	60 Teachers	5/15/2018 3:45-5:45 SRN 48833	Tennessee



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