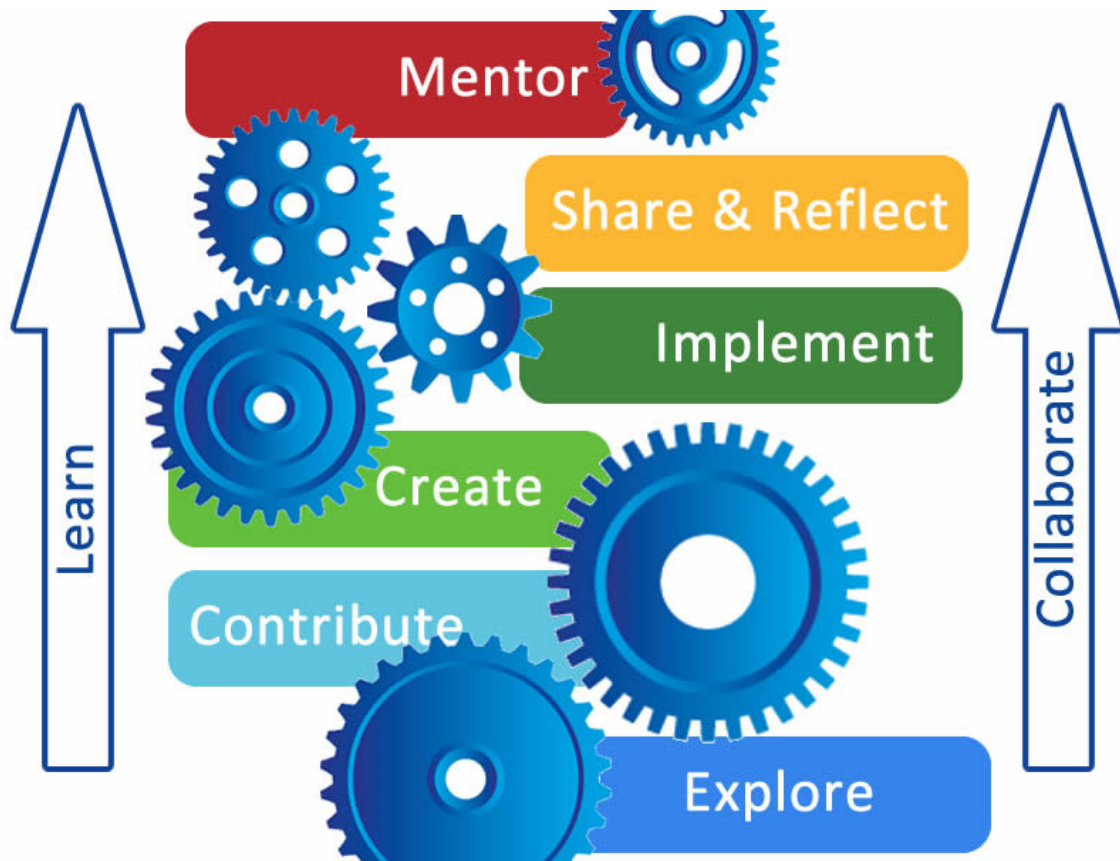# Professional Learning Course Catalog
2019 - 2020

Focusing on equity and achievement through quality first instruction.

PUYALLUP
SCHOOL DISTRICT
A Tradition of Excellence

Table of Contents

Course Strand Legend	Stands are listed at the beginning of course titles.
MTSS (Multi-tiered Support Systems)	
SPED (Special Educator)	
EDTEC	OSPI requires a minimum of 3 clock hours, therefore you must attend at least 2 classes in one strand to receive clock hour credit.
BOOK STUDY	
IS (Instructional Strategies)	
PLC (Professional Learning Community)	

Register for all classes on Frontline

Course times are 4:15 - 6:15, unless otherwise stated.

Course location is the Karshner Center, unless otherwise stated.

New Puyallup School District certificated staff (PEA) are required to attend a total of **30 hours** of Professional Learning.

The Future is Inclusive

"Creating authentic relationships that create real connections between humans will change our institutions for the greater good! Providing our educators with relevant culturally responsive teaching strategies, unpacking bias, and building knowledge around equity and social justice work must be at the forefront of all our work."

"Our work of becoming inclusive cannot happen if we do not choose to build relationships with people of different backgrounds, gender identity, race, culture, belief systems, socio-economic status, etc. Only through human interaction can we really begin to understand others. Relationships, mentoring, and support of one another is crucial for an inclusive environment. We no longer live in the era that teaching is done in isolation, we know better. Our teachers' collective knowledge is far greater than any one individual in our institution. Our experiences, our diverse backgrounds, and belief systems are strengths that help us relate and connect not only with our students, but also to each other."

Amanda Kraft

Relationships

Identity

Inclusive

Mentoring

Diverse

Support

New Teacher Induction

New Teacher Induction		
August 19, 2019 9:00 - 12:00	• Technology Training	Kalles Commons
August 21, 2019 8:00 -3:30	• Learn the mission, vision, and culture of our school district. • Learn about the roles, responsibilities, and confidential nature of mentoring, as well as expectations for participation in various educator professional learning. • Form relationships with other educators. • Meet people who hold key roles in supporting staff.	Kalles Commons

Professional Learning Community

PLC: Secondary School Sessions 3:15 - 4:15		
September 26, 2019	Curriculum	**Locations:**
October 10, 2019	Parent Communication and Support	Via Zoom's virtual platform.
November 14, 2019	Technology	Register on Frontline in order to receive the Zoom invitation link.
January 16, 2020	Interventions	
February 20, 2020	Student Engagement (Social and Emotional Learning)	
March 19, 2020	Next Steps	

PLC: Elementary School Sessions 4:00 – 5:00		
September 26, 2019	Resources (Do you have what you need?)	**Locations:**
October 10, 2019	Conferences	Via Zoom's virtual platform.
November 14, 2019	Report Cards	Register on Frontline in order to receive the Zoom invitation link.
January 16, 2020	Interims, Assessment, DIBELS/ ACADIENCE, RTI	
February 20, 2020	Collecting Evidence	
March 19, 2020	Any Questions? What do you still need? Making the last trimester meaningful	

- **New Puyallup School District certificated staff (PEA) are required to attend a total of 30 hours of Professional Learning.**
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section18.4

Cultivating Equitable Educators K - 5
4:15-6:15

ALL K-5 ELEMENTARY TEACHERS new to the Puyallup School District are required to attend all 7 sessions.

MTSS: Cultivating Equitable Educators K-5		
Must attend all 7 sessions to receive 15 hours		
September 18, 2019	Coherent Instruction: Whole Group Math and ELA *This session will be 3 hours in length. *** 4:15-7:15*	Check in at Karshner Center see table for room location
October 2, 2019	Using Questioning and Discussion Techniques within Number Corner	Check in at Karshner Center see table for room location
October 16, 2019	Discussion and Questioning Techniques within Small Group Instruction in ELA	Check in at Karshner Center see table for room location
November 6, 2019	Engaging Students in Learning within Math Workplaces	Check in at Karshner Center see table for room location
November 20, 2019	Engaging Students in Learning within Writing Instruction	Check in at Karshner Center see table for room location
December 4, 2019	Using Assessment in Instruction within Science	Check in at Karshner Center see table for room location
January 8, 2020	Demonstrating Flexibility and Responsiveness: Introduction to Social Studies Curriculum/Second Steps	Check in at Karshner Center see table for room location

Mentors	Room Numbers
Kindergarten - Deanna Millett, Sara Clerget-Pricco	212
First Grade - Sarah Simon	213
Second Grade - Sarah McCormick, Kathy Guimond	214
Third Grade - Amanda Maxwell, Gena Vincent	217
Fourth Grade - Chelsey Stotler, Sophia Monge	215
Fifth Grade - Abby Olson, Erlinda Iniguez	219

- New to PSD PEA are required to attend **30 hours** of Professional Learning.

K-5 Suggested PD
15hrs self directed Professional Learning per contract

New Educator Technology Training		
August 19, 2019	Technology Training 9am - 12pm	Kalles Junior High

PLC: Elementary Schools 4:00 – 5:00		
September 26, 2019	Resources (Do you have what you need?)	Locations: Via Zoom's virtual platform. Register on Frontline in order to receive the Zoom invitation link.
October 10, 2019	Conferences	
November 14, 2019	Report Cards	
January 16, 2020	Interims, Assessment, Dibels, RTI	
February 20, 2020	Collecting Evidence	
March 19, 2020	Any Questions? What do you still need? Making the last trimester meaningful	

MTSS: Positive Behavior Supports 4:15-6:15		
October 9, 2019	Introduction to Positive Behavior Support	Kris Diamond Susan Walton Anne Mummert
November 13, 2019	Building Relationships	Kris Diamond Susan Walton Anne Mummert
January 15, 2020	Identifying Why Students Misbehave	Kris Diamond Susan Walton Anne Mummert

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- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section18.4

Cultivating Equitable Educators 6-12
4:15-6:15

ALL 6 - 12 SECONDARY TEACHERS new to the Puyallup School District are required to attend all 7 sessions.

MTSS: Cultivating Equitable Educators 6-12		
Must attend all 7 sessions to receive 15 hours		
September 18, 2019	Coherent Instruction	Candice McGregor Tommy Haynes
October 2, 2019	Flexibility and Responsiveness	Kris Susee Jason Gregory Amanda Naylor
October 16, 2019	Questioning and Discussion Techniques	Priscilla Millam Julie Wilson
November 6, 2019	Engaging Students in Learning	Jason Gregory Ben Muehlenbruch
November 20, 2019	Using Assessment in Instruction	Jessica Anderson Ben Muehlenbruch
December 4, 2019	Communicating with Students	Tommy Haynes Christy Paris
January 8, 2020	Equitable Teaching Practices	Amanda Kraft Tommy Haynes

Mentors	Location
Sixth Grade - Alicia Harris	Woodland Elementary
ELA - Julie Wilson	Puyallup Online Academy
ELA - Amanda Naylor	Puyallup High School
Math - Priscilla Millam	Glacier View Junior High
Science - Tommy Haynes	Kalles Junior High
Social Studies - Kris Susee	Aylen Junior High
Social Studies/ Psychology - Ben Muehlenbruch	Emerald Ridge High School
Math - Jessica Anderson	Puyallup High School
Science - Christy Paris	Puyallup High School
Foreign Language - Jason Gregory	Puyallup High School

- New to PSD PEA are required to attend **30 hours** of Professional Learning.

Secondary Suggested PD

15hrs self-directed Professional Learning per contract

New Educator Tech Training 9am - 12pm		
August 19, 2019	Technology Training	Kalles Junior High

PLC: Secondary School Sessions 3:15 - 4:15		
September 26, 2019	Curriculum	Locations:
October 10, 2019	Parent Communication and Support	Via Zoom's virtual platform.
November 14, 2019	Technology	
January 16, 2020	Interventions	Register on Frontline in order to receive the Zoom invitation link.
February 20, 2020	Student Engagement (Social and Emotional Learning)	
March 19, 2020	Next Steps	

MTSS: Restorative Practices 4:15 - 6:15		
January 22, 2020	What are Restorative Practices?	Anthony Corrado Manasi Cedergreen
February 26, 2020	Building Community Through Restorative Practices	Anthony Corrado Manasi Cedergreen
March 18, 2020	Effectively Using Community Circles	Anthony Corrado Manasi Cedergreen

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Special Educator PD

SPED: IEP Development, Practices, Procedures and Facilitation		
Open to all PSD certificated special education staff		
October 9, 2019	Data/Assessment/Progress Monitoring	PHS Library Shannon King
October 16, 2019	PWN & IEP Meeting Facilitation	PHS Library Cassie Cline Christine Rowan
November 6, 2019	Accommodations/Modifications/ Differentiation	ESC - Mt. Tahoma Room Bobbi Jones Christine Rowan
November 20, 2019	Progress Reporting	PHS Library Bobbi Jones
December 4, 2019	FBA/BIP - Behavior	PHS Library Shannon King Behavior Analyst Team
December 11, 2019	Writing data-based PLEPS & Goals	PHS Library Christine Rowan Cassie Cline
December 18, 2019	Assistive Technology	PHS Library Kim Leger, Heather Austin EdTEC TOSAs
January 8, 2020	FBA/BIP - Behavior	PHS Library Shannon King Behavior Analyst Team
January 15, 2020	Transition, Transition Assessment & Adult Services	PHS Library Gary Jeffers Deb Devaney
January 29, 2020	Special Education Program Descriptions & Processes for Placement	PHS Library Kelly Carrick Cassie Cline
February 5, 2020	GenEd collaboration:	PHS Library Bobbi Jones Keri Lester
February 12, 2020	Social Skills & Multi-media	PHS Library Lisa Johnston Angela Farnsworth
March 18, 2020	Social Skills Instruction (SDI/ RTI/Building-wide Interventions)	PHS Library Cassie Cline Keri Lester
April 22, 2020	Curriculum	PHS Library Bobbi Jones Christine Rowan

Special Educator PD

Right Response Full Certification *Right Response is only REQUIRED for KITE, Support Center, WRAP, DK and Preschool.* *This course is optional for all others that would like to attend.*		
August 20 and 26, 2019 Two day training	8:00 - 3:30	Woodland Elementary Eshpeter/Baer
November 5, 7, 12 and 14, 2019 Must attend all four sessions	4:00 - 7:30	Rogers High School Rm 104

Right Response Re - Certification		
August 20, 2019	8:00 - 3:30	Rogers High School
August 26, 2019	8:00 - 3:30	Rogers High School
September 16 and 18, 2019	4:00 - 7:30	Woodland Elementary
October 15 and 17, 2019	4:00 - 7:30	Rogers High School Rm 104
November 12 and 14, 2019	4:00 - 7:30	Woodland Elementary
January 13 and 15, 2020	4:00 - 7:30	Woodland Elementary
February 4 and 11, 2020	4:00 - 7:30	Rogers High School Rm 104
March 16 and 23, 2020	4:00 - 7:30	Woodland Elementary

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Special Educator PD

SPED: Early Childhood		
Open to all PSD Preschool and Developmental Kindergarten Teachers		
March 2, 9, 16, & 23, 2020 4:00-5:00	Early ChildhoodBook Study *(Must attend all in the series)*	PSS Tillicum Debbi Hall
Sept 20, 2019 4:00-6:00	Early Childhood Teaching Strategies Gold	PSS Tillicum Debbi Hall
October 28, 2019 4:00-6:00	Early Childhood Teaching Strategies Gold	PSS Tillicum Debbi Hall
November 18, 2019 4:00-6:00	Early Childhood Teaching Strategies Gold	PSS Tillicum Debbi Hall
December 9, 2019 4:00-6:00	Early Childhood Teaching Strategies Gold	PSS Tillicum Debbi Hall
January 13, 2019 4:00-6:00	Early Childhood Teaching Strategies Gold	PSS Tillicum Debbi Hall

SPED: Speech/Language Pathology		
November 6, 2019 4:00-6:00	Current Topics & Trends in the field of Speech/Language Pathology	PSS Tillicum Kelly Carrick & Carlee Oliver
January 15, 2020 4:00-6:00	Current Topics & Trends in the field of Speech/Language Pathology	PSS Tillicum Kelly Carrick & Carlee Oliver
February 12, 2020 4:00-6:00	Current Topics & Trends in the field of Speech/Language Pathology	PSS Tillicum Kelly Carrick & Carlee Oliver
March 4, 2020 4:00-6:00	Current Topics & Trends in the field of Speech/Language Pathology	PSS Tillicum Kelly Carrick & Carlee Oliver
April 15, 2020 4:00-6:00	Current Topics & Trends in the field of Speech/Language Pathology	PSS Tillicum Kelly Carrick & Carlee Oliver

Special Educator PD

SPED: Verbal De-Escalation Techniques		
November 13, 2019 4:15-6:15	Verbal De-Escalation Techniques	Melanie Baer Pam Tungsvik
March 25, 2020 4:15-6:15	Verbal De-Escalation Techniques	Melanie Baer Pam Tungsvik

Round Table: New Special Educators Round Table		
October 24, 2019 4:15-6:15	Developed for all new Special Education Teachers	Karshner Center Sunday Ferris
January 23, 2020 4:15-6:15	Developed for all new Special Education Teachers	Karshner Center Sunday Ferris
March 12, 2020 4:15-6:15	Developed for all new Special Education Teachers	Karshner Center Sunday Ferris

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Special Educator PD

MTSS: Five Components of Literacy		
January 23, 2019	CORE Reading Sourcebook Reading Handbook	Deb Sherwood
February 20, 2019	Phonemic Awareness Phonics	Deb Sherwood
April 3, 2019	Vocabulary Fluency Comprehension	Deb Sherwood

Open GLAD Labs		
August 26, 2019 4:00-6:00	Planning and Preparation	GLAD Lab @ Hunt
October 17, 2019 4:00-6:00	Planning and Preparation	GLAD Lab @ Hunt
February 20, 2020 4:00-6:00	Planning and Preparation	GLAD Lab @ Hunt
May 7, 2020 4:00-6:00	Planning and Preparation	GLAD Lab @ Hunt

MTSS: Social and Emotional Learning *Must be able to attend all sessions, 1, 2 and 3		
January 29, 2020	Building Foundations and Strategies, Session 1 - What is social emotional learning and why does it matter?	Amanda Kraft Alicia Nosworthy
February 19, 2020	Building Foundations and Strategies, Session 2 - Going Deeper into Foundations and Strategies	Amanda Kraft Alicia Nosworthy
March 4, 2020	Building Foundations and Strategies, Session 3 - Teacher Social Emotional Learning and Selfcare	Amanda Kraft Alicia Nosworthy

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
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- 15 hours of self directed Professional Learning per contract, section18.4

Special Educator PD

MTSS: Positive Behavior Supports		
October 9, 2019	Introduction to Positive Behavior Support	Susan Walton Kris Diamond Anne Mummert
November 13, 2019	Building Relationships	Susan Walton Kris Diamond Anne Mummert
January 15, 2020	Identifying Why Students Misbehave	Susan Walton Kris Diamond Anne Mummert
MTSS: Restorative Practices		
January 22, 2020	What are Restorative Practices?	Anthony Corrado Manasi Cedergreen
February 26, 2020	Building Community Through Restorative Practices	Anthony Corrado Manasi Cedergreen
March 18, 2020	Effectively Using Community Circles	Anthony Corrado Manasi Cedergreen

IS: Instructional Core Skills Strategies		
October 2, 2019	Organization	Lauri Cotton Debbie Hopkins
October 16, 2019	Questioning Strategies and Note Taking	Lauri Cotton Debbie Hopkins
January 8, 2020	Collaboration Strategies	Lauri Cotton Debbie Hopkins
February 26, 2020	Engaging in Inquiry	Lauri Cotton Debbie Hopkins

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New to the District
Specialist Educator PD

All SPECIALIST TEACHERS new to the Puyallup School District are required to attend, ie. - music, counselor, PE

MTSS: Positive Behavior Supports		
October 9, 2019	Introduction to Positive Behavior Support	Susan Walton Kris Diamond
November 13, 2019	Building Relationships	Susan Walton Kris Diamond
January 15, 2020	Identifying Why Students Misbehave	Susan Walton Kris Diamond
MTSS: Restorative Practices		
January 22, 2020	What are Restorative Practices?	Anthony Corrado Manasi Cedergreen
February 26, 2020	Building Community Through Restorative Practices	Anthony Corrado Manasi Cedergreen
March 18, 2020	Effectively Using Community Circles	Anthony Corrado Manasi Cedergreen

MTSS: Social and Emotional Learning *Must be able to attend all sessions, 1, 2 and 3		
January 29, 2020	Building Foundations and Strategies, Session 1 - What is social emotional learning and why does it matter?	Amanda Kraft Alicia Nosworthy
February 19, 2020	Building Foundations and Strategies, Session 2 - Going Deeper into Foundations and Strategies	Amanda Kraft Alicia Nosworthy
March 4, 2020	Building Foundations and Strategies, Session 3 - Teacher Social Emotional Learning and Selfcare	Amanda Kraft Alicia Nosworthy

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.

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Paraeducator PD

Recess Duty 1:30 - 3pm		
October 23, 2019	"Busy kids who know the expectations don't get in trouble." *Session 1*	Edgerton Elem. Michele Bledsoe Erynn Alvers Oruba Anthony Susan Whitney
October 24, 2019	"You are smart enough and strong enough to solve your own problems." *Session 2*	Edgerton Elem. Michele Bledsoe Erynn Alvers Oruba Anthony Susan Whitney
October 25, 2019	"The playground is the biggest classroom in the school." *Session 3*	Edgerton Elem. Michele Bledsoe Erynn Alvers Oruba Anthony Susan Whitney

Recess Supervisor (PLC) 4:00 – 5:00	
November 14, 2019	
January 16, 2020	Edgerton Elementary
February 20, 2020	
March 19, 2020	

Communicate Effectively and Participate in the Team Process (3 hours)		
October 24, 2019 1:00-4:00	Communication Basics	Ailene Baxter

Paraeducator - Fundamental Course of Study

Course Title	1.1	1.2	1.3	1.4	2.1	2.2	3.1	3.2	3.3	3.4	4.1	4.2
Accommodating with Learning Tools January 29, 2020	x		x						x			
AVID: Academic Language and Literacy February 26, 2020		x	x			x						
AVID: Critical Reading January 15, 2020			x			x			x			
AVID: Cultural Empowerment April 1, 2020		x				x	x		x		x	x
AVID: Focused Note Taking April 22, 2020			x			x			x			
Communicate Effectively and Participate in the Team Process							x	x			x	x
Core Skills: Collaboration Strategies January 8, 2020			x			x	x		x			
Core Skills: Engaging in Inquiry February 26, 2020			x						x		x	
Core Skills: Organization October 2, 2020			x	x		x			x			
Core Skills: Questioning Strategies and Note Taking October 16, 2019			x	x		x			x			
GLAD: Focus and Motivation October 9, 2019			x			x	x		x			
GLAD: Guided Oral Practice March 25, 2020			x			x	x		x			
GLAD: Input and Assessment January 22, 2020			x	x		x			x			
GLAD: Reading and Writing April 1, 2020		x	x	x		x			x			

Paraeducator - Fundamental Course of Study

Course Title	1.1	1.2	1.3	1.4	2.1	2.2	3.1	3.2	3.3	3.4	4.1	4.2
New Educator Orientation August 21, 2020					x							
Positive Behavior Supports October 9, 2019		x		x		x	x	x	x		x	x
Restorative Practices January 22, 2020		x				x	x	x	x		x	x
Right Response Certification and Re-certification				x			x	x	x	x	x	x
Social and Emotional Learning Jan. 29		x	x			x	x	x	x	x	x	x
Five Components of Literacy series Jan. 22			x	x		x			x			
Recess Duty series October 23, 2019		x	x			x	x	x		x	x	
Recess Supervisor PLC Series Nov. 14					x	x	x				x	x
Mindfulness Page 22							x	x	x	x	x	x
Self-Care 101 Page 22					x		x					
Intervention Materials Training Page 23	x		x	x		x						

For courses not listed here, including building or department specific professional development, please contact the instructor directly to find out which FCS component(s) will be addressed.

Instructional Strategies

IS: Instructional Core Skills Strategies		
October 2, 2019	Organization	Lauri Cotton Debbie Hopkins
October 16, 2019	Questioning Strategies and Note Taking	Lauri Cotton Debbie Hopkins
January 8, 2020	Collaboration Strategies	Lauri Cotton Debbie Hopkins
February 26, 2020	Engaging in Inquiry	Lauri Cotton Debbie Hopkins

IS: Instructional AVID Strategies		
January 15, 2020	Critical Reading Strategies	Nancy Ellis Janine DeLeon
January 22, 2020	Using Collaborative Study Groups in the Content Classroom K-12	Lauri Cotton Debbie Hopkins
February 26, 2020	Academic Language & Literacy	Nancy Ellis Janine DeLeon
March 4, 2020	Focused Note-taking Schoolwide K-12	Nancy Ellis Janine DeLeon
March 25, 2020	Using Collaborative Study Groups in the Content Classroom K-12	Lauri Cotton Debbie Hopkins
April 1, 2020	Cultural Empowerment	Nancy Ellis Janine DeLeon
April 22, 2020	Focused Note-taking Schoolwide K-12	Nancy Ellis Janine DeLeon
May 13, 2020	Mathematics 1	Nancy Ellis Janine DeLeon

IS: AVID Foundations 3-6 Must attend both sessions		
September 20, 2019 3:30 - 8:30	AE: Foundations Implementation Grades 3 - 6	Karshner Center
September 21, 2019 8:30 - 4:00	AE: Foundations Implementation Grades 3 - 6	Karshner Center

Instructional Strategies

IS: Instructional GLAD Strategies		
October 9 2020	Focus and Motivation	GLAD Lab @ Hunt Romy Haney
January 22, 2020	Input and Assessment Strategies	GLAD Lab @ Hunt Romy Haney
February 26, 2020	Strategies for Small Groups	GLAD Lab @ Hunt Romy Haney
March 4, 2020	GLAD for Pre K - 1st Grade	GLAD Lab @ Hunt Romy Haney
April 1, 2020	Guided Oral Practice	GLAD Lab @ Hunt Romy Haney
May 6, 2020	Reading and Writing Strategies	GLAD Lab @ Hunt Romy Haney

Open GLAD Labs		
August 26, 2019 4-6pm	Planning and Preparation	GLAD Lab @ Hunt
October 17, 2019 4-6pm	Planning and Preparation	GLAD Lab @ Hunt
February 20, 2020 4-6pm	Planning and Preparation	GLAD Lab @ Hunt
May 7, 2020 4-6pm	Planning and Preparation	GLAD Lab @ Hunt

IS: Culturally Responsive Practice		
January 29, 2020	Supporting Linguistically Diverse Students in Elementary Math	Jessica Anderson
February 12, 2020	GLAD in Secondary Math	Jessica Anderson
March 25, 2020	Supporting Linguistically Diverse Students in ELA	Tabitha Aragon
April 15, 2020	Building Academic Vocabulary	Tabitha Aragon

Multi-Tiers Systems of Support: Behavior

MTSS: Positive Behavior Supports		
October 9, 2019	Introduction to Positive Behavior Support	Susan Walton Kris Diamond Anne Mummert
November 13, 2019	Building Relationships	Susan Walton Kris Diamond Anne Mummert
January 15, 2020	Identifying Why Students Misbehave	Susan Walton Kris Diamond Anne Mummert
MTSS: Restorative Practices		
January 22, 2020	What are Restorative Practices?	Anthony Corrado Manasi Cedergreen
February 26, 2020	Building Community Through Restorative Practices	Anthony Corrado Manasi Cedergreen
March 18, 2020	Effectively Using Community Circles	Anthony Corrado Manasi Cedergreen

MTSS: Social and Emotional Learning *Must be able to attend all sessions, 1, 2 and 3		
January 29, 2020	Building Foundations and Strategies, Session 1 - What is social emotional learning and why does it matter?	Amanda Kraft Alicia Nosworthy
February 19, 2020	Building Foundations and Strategies, Session 2 - Going Deeper into Foundations and Strategies	Amanda Kraft Alicia Nosworthy
March 4, 2020	Building Foundations and Strategies, Session 3 - Teacher Social Emotional Learn- ing and Selfcare	Amanda Kraft Alicia Nosworthy

MTSS: Mindfulness		
October 16, 2019	Social Emotional Learning skills through mindfulness techniques	Anne Mummert
February 12, 2020	Social Emotional Learning skills through mindfulness techniques	Anne Mummert

MTSS: Self-Care 101		
October 30, 2019	Curbing Teacher Burnout through SEL	Anne Mummert
February 19, 2020	Curbing Teacher Burnout through SEL	Anne Mummert

Multi-Tiers Systems of Support: Academics

MTSS: Five Components to Literacy		
January 22, 2020	CORE Reading Sourcebook Reading Handbook	Deb Sherwood
February 19, 2020	Phonemic Awareness Phonics	Deb Sherwood
April 1, 2020	Vocabulary Fluency Comprehension	Deb Sherwood
MTSS: Intervention Materials Training		
March 25, 2020	(1 hour sessions) STAR Reports REWARDS SIPPS Six-Minute Solution Additional in building training available on Mondays. Please contact Amanda Kraft for details.	Karshner Center *6 Minute Solution:* Briana Bouvier *REWARDS:* Tara Kennedy *SIPPS:* Carrie Whatley *STAR:* *Dani Baker*

MTSS: DIBELS/Acadience		
October 30, 2019	DIBELS/ Acadience	Karshner Center **Grades K-2** Logan Brailo Erin Griffin Katie Jayakara
February 12, 2020	DIBELS/ Acadience	
April 15, 2020	DIBELS/ Acadience	**Grades 3-5** Nicci Henning Jennifer Matthews

Book Studies

Culturally Responsive Teaching and the Brain - 20 hours		
Must attend all 5 collaboration sessions to receive 20 hours		
September 25, 2019 4:00 - 6:00	Session 1 - Chapter 1 - 2	Puyallup Digital Learning Julie Wilson Valerie Barabe
October 23, 2019 4:00 - 6:00	Session 2 - Chapter 3 - 4	Puyallup Digital Learning Julie Wilson Valerie Barabe
November 13, 2019 4:00 - 6:00	Session 3 - Chapter 5 - 6	Puyallup Digital Learning Julie Wilson Valerie Barabe
December 11, 2019 4:00 - 6:00	Session 4 - Chapter 7 - 8	Puyallup Digital Learning Julie Wilson Valerie Barabe
January 15, 2020 4:00 - 6:00	Session 5 - Chapter 9+	Puyallup Digital Learning Julie Wilson Valerie Barabe

Conscious Discipline - 20 hours		
Must attend all 5 collaboration sessions to receive 20 hours		
October 9, 2019 4:15 - 5:15	Session 1 Overview- Connection to our work Second Step/Restorative Practice (Reading Assignment as HW -Introduction Chapters 1-3)	ESC - Mt Tahoma Kari Helling Sara Clerget-Pricco Rachel Hart
November 13, 2019 4:15 - 6:15	Session 2 Introduction-Why -Review 1-3 and Brain (Reading Assignment as HW- Safety Section Chapters 4-5)	ESC - Mt Tahoma Kari Helling Sara Clerget-Pricco Rachel Hart
January 29, 2020 4:15 - 6:15	Session 3 Safety- Review 4-5 (Reading Assignment as HW- Connection Section Chapters 6-8)	ESC - Mt Tahoma Kari Helling Sara Clerget-Pricco Rachel Hart
March 25, 2020 4:15 - 6:15	Session 4 Connections -Review 6-8 (Reading Assignment as HW- Problem Solving Sections Chapters 9-10)	ESC - Mt Tahoma Kari Helling Sara Clerget-Pricco Rachel Hart
May 20, 2020 4:15 - 6:15	Session 5 Problem Solving-Review 9-10	ESC - Mt Tahoma Kari Helling Sara Clerget-Pricco Rachel Hart

Elementary Curriculum Training

MTSS: Elementary Math Collaboration		
October 9, 2019	K-5 Bridges Math Starting Strong with Bridges 2nd Edition	**Kindergarten** Kim Douglas **First Grade** Renee Fleisch Robin Zindel **Second Grade** Jennifer Iverson **Third Grade** **Fourth Grade** Debbie Belvill Waldemar Estrella **Fifth Grade** Jennifer Matthews Alison Hemley
February 5, 2020	K-5 Bridges Math Developing Mathematically Confident Learners	
April 1, 2020	K-5 Bridges Math Differentiating for all Mathematical Learners	

MTSS: Elementary ELA Training 3 part series		
November 13, 2019	Read Well - K-1 Journeys - 2-5 Part 1 - Planning, Management, Assessment	Karshner Center **Read Well - K** Kim Douglas Chelsea Singh **Read Well - 1** Laurie Laramie Romy Haney Sherrie Bakke **Journeys - 2-3** Tiffany Ahearn Courtney Rutherford **Journeys - 4-5** Jennifer Matthews Nicci Henning
January 15, 2020	Read Well - K-1 Journeys - 2-5 Part 2 - Planning, Management, Assessment	
March 18, 2020	Read Well - K-1 Journeys - 2-5 Part 3 - Planning, Management, Assessment	

MTSS: K-6 Writing Modules		
September 25, 2019	Intro to writing modules	Hunt Elementary GLAD Lab Abby Olson Jasmine Skipworth
January 29, 2020	Intro to writing modules	Hunt Elementary GLAD Lab Abby Olson Jasmine Skipworth

Assessment PD

MTSS: Assessment		
October 9, 2019	Session 1 - High-leverage district and state assessment tools of Common Core	Almai Malit Melissa Ryan
November 13, 2019	Session 2 - Give One, Get One: Successes, Tips and Next steps in Using PSD-created and SBA Consortium Assessment Tools	Almai Malit Melissa Ryan
November 13, 2019	Session 1 - High-leverage district and state assessment tools of Common Core	Almai Malit Melissa Ryan
January 15, 2020	Session 2 - Give One, Get One: Successes, Tips and Next steps in Using PSD-created and SBA Consortium Assessment Tools	Almai Malit Melissa Ryan
January 15, 2020	Session 1 - High-leverage district and state assessment tools of Common Core	Almai Malit Melissa Ryan

EdTec Training

EDTEC: Schoology Support		
October 9, 2019	Using Schoology to Connect with Families	Sara Deaver Melissa Ashton
October 16, 2019 ESC-Mt Tahoma Rm	News and Media Literacy: Teaching Students How to Evaluate and Use Online Resources	Nancy Nelson
November 13, 2019	Creating a Collaborative Classroom with OneNote Class Notebook	Jeremy Roy Nancy Nelson
January 29, 2020	Accommodating with Learning Tools	Jeremy Roy Sara Deaver
February 5, 2020	Instructional Technology Tools that Increase Thinking and Engagement	Leslie Snyder
March 18, 2020	The Media-Savvy Student: Classroom Topics to Cultivate a Healthy Relationship with Technology	Nancy Nelson
April 1, 2020	Think in Ink: The Benefits of Inking to Improve Thinking and Reflection	Leslie Snyder
April 22, 2020	Creating a Collaborative Classroom with OneNote Class Notebook	Nancy Nelson

Microsoft Online Training See course description in Frontline for directions.		
Fall	Fall 2019 Microsoft Online Training	EdTec
Spring	2019-2020 Microsoft Online Training	EdTec

CTE Pro Dev Opportunities
(CTE Teachers Only)

CTE 101 - New to PSD CTE Teachers		
October 30, 2019 Or January 22, 2020	Overview: Survival Tips and Personalized Support for the First Year Finance, Student Certifications, Pathway Advisories	Ballou Library 3:30-6:30 (Last hour independent work)

CTE 201 - Year 2 CTE Teachers and any CTE Teacher		
October 23, 2019 Or January 15, 2020	**LEGAL:** • History of CTE, Teacher Certification, PDPs • Finance, Safety • Renewal Process, CPR/FA, STEM Clock hours	Ballou Library 3:30-6:30 (Last hour independent work)
November 6, 2019 Or February 12, 2020	**CURRICULUM:** • Understanding Frameworks and Essential Standards • Industry Standard Alignment • Purpose and Role of Advisories	Ballou Library 3:30-6:30 (Last hour independent work)
December 4, 2019 Or March 18, 2020	**STUDENT OPPORTUNITIES:** • Student Certifications • Dual Credits and Equivalency Courses • Student Leadership/CTSOs	Ballou Library 3:30-6:30 (Last hour independent work)

CTE WORKSHOPS (Submit Proposal)

Target Audience:
- Collaborative groups working toward a common goal in one of the following areas:
- Data collection and analysis related to student learning
- School and district improvement efforts
- Standards and curriculum alignment
- Practices around instructional strategies and assessment
- Advocacy for students, leadership, mentoring/coaching

Requirements:
- Agenda with dates and times
- Attendance sign-in sheet
- Minutes/summary of results

Sessions and clock hours vary - minimum of 3 hours

Art Elements

MTSS: Visual Arts Workshops		
September 25, 2019	Elementary Art Lessons - an introduction	Karshner Center
October 30, 2019	Elementary Art Lessons - an introduction	Karshner Center
November 13, 2019	Drawing with Pencils and Charcoal, Crayon	Karshner Center
January 15, 2020	Color Theory, Texture	Karshner Center
January 22, 2020	Collage	Karshner Center Amanda Warring
February 5, 2020	Printing and Stamping	Karshner Center
February 19, 2020	Using Watercolors	Karshner Center
March 25, 2020	Paper Projects and Techniques	Karshner Center

Administrators and Principals Professional Learning

ALL ADMINISTRATORS:		
Date:	**Location:**	**Time:**
August 7, 2019	Karshner Center	Full day
September 25, 2019	Karshner Center	7:30-9:30
January 22, 2020	Karshner Center	7:30-9:30
May 20, 2020	Karshner Center	7:30-9:30

PRINCIPALS:		
K-12 Pro Dev - Karshner Center		***Principal PLC*** *(Professional Learning Communities)*
August 7, 2019	Full day (8:00 - 2:00)	
August 8, 2019	Full day (8:00 - 2:00)	October 17 November 21 January 23 March 20 April 17 May 22
September 25, 2019	7:30-9:30 (*w/ALL Admin*)	
October 23, 2019	7:30-9:30	
November 20, 2019	7:30-9:30	
December 4, 2019	7:30-9:30	
January 22, 2020	7:30-9:30 (*w/ALL Admin*)	
February 26, 2020	7:30-9:30	
March 18, 2020	7:30-9:30	
April 22, 2020	7:30-9:30	
May 20, 2020	7:30-9:30 (*w/ALL Admin*)	

Administrators and Principals
Professional Learning

PRINCIPALS: Danielson Framework Training		
August 13, 2019	8:00 - 4:00	ESC - Mt. Tahoma
August 20, 2019	8:00 - 4:00	ESC - Mt. Tahoma
September 17, 2019	8:00 - 4:00	ESC - Mt. Tahoma
October 1, 2019	8:00 - 4:00	ESC - Mt. Tahoma
October 22, 2019	8:00 - 4:00	ESC - Mt. Tahoma
October 29, 2019	8:00 - 4:00	ESC - Mt. Tahoma

TEACHERS:		
Five (5) *Supplemental Days* Full Days	Three (3) *School Improvement Days* 2.5 hr. early dismissal	
August 27, 2019	November 8, 2019	**Mondays** 1 hour late arrival
August 28, 2019	January 17, 2020	
August 29, 2019	March 27, 2020	
September 3, 2019		
October 11, 2019 (Job Alike)		

Course Description

Academic Language and Literacy: A Schoolwide Approach
Participants will learn how to support academic language and literacy across content areas. They will engage in language development while increasing listening, speaking, reading, and writing literacy for academic language learners. This course is designed for all levels of teachers.
Schoology group 3T8JS-BJ6R9

Accommodating with Learning Tools
Learn how you can differentiate instruction when using OneNote and Word. With Learning Tools, students can have text read out loud, use the dictation tool, and translate text to different languages. See how students can control the way they learn by harnessing the power of these tools.
Schoology course RG7KW-QKDVX

Assessment PD
Session 1 - Super-charge your instruction with high-leverage district and state assessment tools of Common Core!

Walk away with a year-long, systemic and strategic way to use already-created tools to assess Common Core/Essential Standards. You'll see the results in your classroom, district and state assessments! Some of these assessments include on-line and/or paper-pencil SBA Interim Assessment Blocks, Schoology and/or paper-pencil Math Quick Checks and ELA Bell Ringers. You'll also walk away with RtI Tracking Tools that are compatible with AIR Ways or to use completely on their own. You have the option to come back in January after using the tools in your RtI Cycle and receive guidance, get your questions answered and hear from other teachers share their tips and successes from the tools.

Session 2 - Sharing successes, tips and next steps in using PSD-created Assessment Tools of participants from the October class called Super-charge your instruction with high-leverage district and state assessment tools of Common Core!

Building Academic Vocabulary
We know that vocabulary plays an important role in academic competence at every grade level. Students with little exposure to vocabulary and who have weak verbal skills, struggle with reading and writing tasks, that in turn impacts overall academic success. This course will specifically target current research, equitable teaching practices, and supporting English Learners by building their vocabulary foundation using Dr. Kate Kinsella's Academic Vocabulary Toolkit.

Collaboration Strategies
Through collaborative learning, students come together to take responsibility for their own learning. In this Core Skills class, strategies will be taught to help students become better listeners, thinkers, speakers, and writers. The strategies involve students manipulating materials through inferences and generalization. In addition this course will model how to use collaboration strategies for the purpose of formative assessment.
Schoology group 3T8JS-BJ6R9

Course Description

Collage
Collage is the art of creating an image by assembling different materials onto a two-dimensional surface. Using materials such as paper, fabric, photos, found objects, paint, and glue. The instructors will guide participants through the process of selecting your materials to design a compelling composition with a focus on shape and form. Learn to experiment with a wide variety of media. All skill levels are welcome.

Color Theory, Texture
A class in **color theory** – and a variety of mediums to explore color. This class will discuss color theory and practice mixing color, showing a variety of hues, tints, and then using color in compositions to create focus, balance and designs using symmetry, abstract or realism, and rules of composition. Using color and medium a discussion of implied texture and creation of texture will add to class. All skill levels are welcome.

Communicate Effectively and Participate in the Team Process
Participants will identify communication skills that are required for working with team members and explain the four stages of developing effective teams. Participants will identify strategies used to initiate and receive feedback regarding student learning and/or personal performance. Using various case studies and scenarios, participants will identify conflicts and describe ways to apply resolution strategies.

Conscious Discipline - Book Study
Use what you've learned about Social-Emotional Learning combined with brain research to transform yourself and your classroom culture into a resilient classroom full of self-managers.

Creating a Collaborative Classroom with OneNote Class Notebook
OneNote Class Notebooks are a great way to share information with students, encourage student collaboration, view student work, and much more! In this course, teachers already familiar with OneNote will start the creation of a Class Notebook they can use with their students to enhance learning.

Critical Reading
This class explicitly teaches a variety of reading strategies to help students gain a deep understanding of expository texts. Participants will engage in activities that demonstrate the proven effectiveness of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies.
Schoology group 3T8JS-BJ6R9

Cultivating Equitable Educators: Elementary and Secondary Educator
Equity, social justice, and culturally responsive teaching practices will be emphasized in this course, aligned with Domain 3 in the Danielson Instructional Framework, described as the heart of teaching. Participants will learn about coherent instruction, communicating with students, discussion and questioning techniques, engaging students in learning, using assessment in instruction, and flexibility and responsiveness.

Course Description

Cultural Empowerment

The diversity of our students brings value to our classrooms and learning communities. Teachers will be involved in exploring strategies and lessons that help empower students through examination, validation, and celebration of their own and others' cultures. Come ready to engage with colleagues in community-building activities and critical conversations   designed to equip participants with practical strategies for empowering students in our classrooms, schools, and district.

 Schoology group 3T8JS-BJ6R9

Culturally Responsive Teaching and The Brain (Book Study)

This 7 series class will focus on "Cultural responsiveness is not a practice; it's what informs our practice, so we can make better teaching choices for eliciting, engaging, motivating, supporting and expanding the   intellectual capacity of ALL our students" (Jackson).

Utilizing the latest in brain research, Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain*, helps readers explore how understanding culture and building meaningful relationships increases the intellectual capacity of our students fostering independent versus dependent learners. Participants will actively engage in reading and discussing cultural competency in an effort to better understand ourselves as well as the social and emotional needs of our students.

Learning targets:

- Learn how culture impacts learning.
- Reflect on current practice with intend of building our teaching practices to be culturally responsive.
- Implement best practices using the latest brain science to build a community of independent critical thinkers.

DIBELS/Acadience

Acadience Reading is the new name for the DIBELS Next assessment. This three-part series will support new and experienced K-5 grade teachers in the administration of Acadience assessments, interpretation of data, and identification of targeted instruction.

Drawing with Pencils and Charcoal, Crayon

Learn basic drawing strategies for use with elementary students. Work with graphite pencil, colored pencils, and charcoal. Learn to use line, value, and shapes. Instructors will introduce a variety of subjects, skills, techniques, and teaching strategies. Drawing will emphasize figures, portraiture and still life. All skill levels are welcome.

Course Description

Early Childhood—Book Study

Early Childhood Special Education Book Study - participants will actively engage in collaborative and professional dialogue around early childhood special education. As with all book discussions, the point of the experience is to provide participants with opportunity to share ideas, listen to others and perhaps reshape the way one thinks about the topic and how it relates to their work as an early childhood educator.

Early Childhood—Teacher Strategies Gold

Early Childhood teachers will have opportunities to engage in training modules and small group discussions related to the implementation of TS Gold.

Elementary Art Lessons - an introduction

In this workshop, learners will be introduced to Visual Thinking Strategies, Elements of Art, and ways to help students develop skills in making art. This class is designed for teachers using the first draft of 20 elementary art lessons created by the 2018-19 PSD Art Cadre

Elementary Math Collaboration 2019-20

Grade level collaboration time facilitated by experience Puyallup teachers, with a focus on equitable instructional practices and using Bridges to develop mathematical learning in students. These two hour sessions will include instructional strategies, assessment analysis, planning Bridges units, and gleaning tips for a smooth Bridges implementation.

Engagement Strategies in ELA

Participants will learn how to infuse GLAD strategies into their Journeys or Read Well instruction. This class is useful for teachers new to GLAD or previously trained teachers. **Schoology group K8GTN-NMBMT**

Engaging in Inquiry

This Core Skills class is designed for educators who are ready to delve deeply into strengthening their students' and their own abilities to think   critically and question systematically across content areas. We will examine ways to build an inquiry-rich classroom culture and to use WICOR strategies to develop inquiry across all content areas and levels. **Schoology group 3T8JS-BJ6R9**

Focus and Motivation

Participants will learn how to implement GLAD Focus and Motivation strategies into their instruction. The component area of Focus and Motivation is primarily dedicated to sparking interest, setting purpose, and assessing prior knowledge. This class is useful for teachers new to GLAD or those who have been previously trained.
Schoology group 3T8JS-BJ6R9

Course Description

Focused Note-taking Schoolwide K-12

This module is designed for teachers (grades K–12) to experience AVID concepts and methodologies, specifically the focused note-taking (FNT) process. Participants will engage in activities to demonstrate how to effectively integrate appropriate note-taking formats according to the content objectives in individual classrooms and ultimately schoolwide. Participants will engage with the five phases of focused note-taking to understand the critical connection between the standard/objective, the proposed Essential Question, and the content being delivered. **Schoology group 3T8JS-BJ6R9**

GLAD in Secondary Math

Mathematics cultivates essential life skills including problem solving and critical thinking. Participants will learn how to implement GLAD strategies specifically for secondary mathematical instruction. The GLAD strategies focus on developing scaffolded and engaging math lessons to support students in using academic language and mathematical practices. This class will also include practical applications and easy prep of the GLAD strategies for multiple class periods and is useful for previously-trained and newly-trained GLAD teachers. **Schoology group 3T8JS-BJ6R9**

Guided Oral Practice

Participants will learn how to implement GLAD Guided Oral Practice strategies into their instruction. The component area of Guided Oral Practice is chiefly focused on developing the scaffolds, the environment and expectations to support students in using academic language. This class is useful for previously-trained and newly-trained GLAD teachers. **Schoology group K8GTN-NMBMT**

IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

Data/Assessment/Progress Monitoring (System development)

Effective systems allow us to be more efficient. When you have an organized process of assessing and collecting data, you can made decisions quickly for the good of students and staff. Academic and behavioral systems will be demonstrated and produced by you in this make and take course. Let's develop systems that work best for you the individual and your collective classroom. Participants: All PSD certificated special education staff.

Course Description

IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

PWN & IEP Meeting Facilitation

Administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.
Participants: All PSD certified special education staff

Accommodations /Modifications/Differentiation

Bring an upcoming IEP to dig into appropriate accommodations and modifications that need to be addressed through the IEP. Discuss ways to differentiate instruction in order to serve individual accommodations & modifications. Hear from the Assessment Department about accommodations that are accessible on state and district assessments, as well as how to enter these within our testing systems. Participants: All Special Education Staff – Certificated and Classified

Progress Reporting—decisions after progress monitoring

Why and how we do progress reports, what happens after (next steps), and time and support to fill in progress reports. Participants: All Certificated Special Education Staff

FBA/BIP - Behavior

Blurb from Behavior Analysts to mimic last year's presentation
Participants: All PSD certificated special education staff

PLEPS & Goals

Writing a compliant IEP, defining & deciding upon SDI minutes
Participants: All PSD certificated special education staff

Assistive Technology

Technology is ever changing with new tools, programs and apps becoming available to the educational environment. Often, educators are unaware of what is already available for them as well as their students. The purpose for this training is for the educator to investigate, practice and apply the built-in technology tools that are readily available within a student's 1:1 devices, such as Microsoft Learning Tools and Read & Write. In addition, educators will receive an overview of Bookshare and how to access technology through the Assistive Technology process. Participants: All PSD Certificated Staff (SpEd & Gen Ed)

Course Description

IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

Transition, Transition Assessment & Adult Services
Participants: All PSD certificated special education staff

PSS Program Descriptions & Processes
Participants will learn about the differences among the various special education programs within the Puyallup School District. We will discuss the process for students to enter a specific program as well as steps to take to initiate a change of placement from one program to another and how to support smooth transitions between programs when applicable. Participants: All PSD certificated special education staff

GenEd Collaboration - tips and resources, using curriculum - how to work with adults
Scheduling/Grading modifications, paraeducators supporting gen ed. Discuss inclusion Participants: All Certificated Staff (SpEd & Gen Ed)

Social Skills & Multi-media
Learn different ways of integrating multi-media into your instruction of social skills. Discover how multi-media can be used to increase students' engagement in the lesson. Explore different resources which can be used when developing social skills lessons using multi-media elements. The first 2 hours will be instruction, presentation, and discussion. The last hour will be used to spend time looking at the different resources and developing a lesson using multi-media. For SPED teachers who are using School Connect, there will be time to develop ideas to supplement social skills lessons in School Connect. Participants: All Special Education Staff

Social Skills Instructions (SDI/RTI/Building-wide Interventions)
All PSD Certificated Staff (SpEd & Gen Ed)

Curriculum
Digging into current adopted curricular materials to better understand what materials are appropriate to use for different student needs/levels. How to support gen ed curriculum? Participants: All Certificated Special Education Staff

Input and Assessment
Participants will learn how to implement engaging GLAD Input and Assessment strategies into their instruction. The objective of the Input strategies is to provide direct content instruction in a comprehensible manner. This class is useful for previously-trained and newly-trained GLAD teachers.
Schoology group K8GTN-NMBMT

Course Description

Instructional Technology Tools that Increase Thinking and Engagement

Instructional Technology Tools that Increase Thinking and Engagement will give attendees the opportunity to consider engagement strategies and tech apps for learning. This course will review multiple strategies for student engagement and take a brief journey through district approved programs applicable for classroom and group learning.

Journeys

This three-part series will support new and experienced 2nd thru 5th grade teachers who want to collaborate and learn how to enhance Journeys materials to prepare student for middle school. These courses are designed to maximize and focus on key components of the Journey curriculum in your classroom. Topics will include but not limited to: Curriculum overview and implementation for the new school year. How to extend skills and preparing for the following year.

K-6 Writing Modules

Participants will be receive an introduction to the Writing Modules created by a team of district mentors. These modules include 30 lessons in each grade level that cover the writing process and 3 types of writing, while using existing science or social studies topics appropriate to the grade level. This course will include the rationale of the modules, the layout of each unit, and work time to plan with your team and even create some of the materials you'll use during writing instruction.
Schoology group G838W-SWH3G

KITE Programing Design

Participants will familiarize themselves with the new PSD KITE framework and how the framework guides our pes. Components will include Committed and Caring staff, Behavior Management Systems, Social Skill Systems, Academic Systems, Team Collaboration and Environmental Support). Time will be spent conceptualizing practices within a classroom environment.

Mathematics 1

This class, designed for teachers of mathematics, will use Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) as learning tools for Mathematics classrooms. Participants will explore techniques for the implementation of WICOR strategies, including: Cornell notes, Philosophical Chairs, vocabulary strategies, critical reading in mathematics, and effective collaborative structures.
Schoology group 3T8JS-BJ6R9

Organization

In this Core Skills class participants will learn strategies to foster a "plan-ahead" mentality, increase student initiative, home/school communication and lastly increase students' organizational ability. Through the use of planners, binders, and/or folders you will be able to create your own schools organizational system. Imbedded in this class is the creation of a student binder with supplies to model when returning to school. Lastly, rubrics will be covered for the purpose of assessing binder/folder and planner use.
 Schoology group 3T8JS-BJ6R9

Course Description

Paper Projects and Techniques
This workshop will introduce a variety of ways to use paper- cut paper, folded paper, pop ups and other related items to create art through projects such as books, puppets, masks, and more. Instruction will be given in making folded books, simple sown books, binding, decorated papers; brief history of shadow puppetry and great projects in making shadow puppets and theatres; and a variety of mask projects, including some indigenous exploration. All skill levels are welcome.

Para Certification
The Paraeducator Board, through the authority of the Professional Educator Standards Board, has established a pathway for paraeducators to grow in their profession through a series courses to earn varying levels of certification. In addition to meeting the minimum hiring standards, the certification process begins with a 28-hour course, provided by the Puyallup School District, covering the new state standards of practice. Beginning September 2019, all paraeducators must start the certificate process by completing the Fundamental Course of Study (FCS).

For more information about paraeducator certificates or the Paraeducator Board, visit paraboard@k12.wa.us or http://bit.ly/paracert

Positive Behavior Support and Restorative Practices
Creating a culture of respect and rapport conducive to learning is critical for the academic success of students. Implementing a system of positive behavior supports will help teachers, classified staff, and administrators create an environment that students feel safe to take academic risks. The Introduction to Positive Behavior Supports and Restorative Practices courses focus on building a culture for learning (Tier 1), and managing   student behavior (Tier 2) strategies. These classes will challenge current practices and belief systems as well as provide resources for change. It is highly recommended that the Introduction to Positive Behavior Support series is taken prior to the Restorative Practices series. In addition, participants should take all classes in a series.
Schoology course 6SC4Q-RN7GM

Printing and Stamping
A class in printing, creating images from carvings, found objects, through monoprints, collagraphs, and using drawings; use of presses - using pattern, positive, negative space and repetition. Simple ways for creating blocks, stamps and other items for printing. Discussion of history of printing through indigenous methods and patterns, designs and ways of printing. All skill levels are welcome.

Professional Learning Communities (PLC)
Professional Learning Communities (PLC) will be hosted by district mentors in grade K-6 and secondary Math, ELA, Science, Social Studies, and Foreign Language content areas. The meetings will be a collaborative process that focus on student outcomes along with upcoming academic topics. PLC's allow for teams to work on common goals interdependently and towards results for which we are held mutually accountable.

Course Description

Questioning Strategies and Note Taking

In this Core Skills class participants will dive into the Inquiry Method to encourage students to be engaged in metacognition through the use of levels of thinking. Through the lens of Costa and Webb, we will design questions that address each tier. The second portion will imbed notetaking for each developmental level. Assessing notetaking will be the final portion of this course. Participants will leave with examples and materials to begin differentiating their questions techniques immediately.
Schoology group 3T8JS-BJ6R9

Read Well - Kindergarten

Collaborate with grade level colleagues for the purpose of implementing whole group and small group Read Well. Topics covered will include planning, management, and assessment. This course could be beneficial for anyone teaching Read Well K, whether you are new to the program or have been teaching it for years. Participating in this course is a great opportunity to learn the basics and learn new instructional strategies from others who have taught the program. Additionally, there will be opportunities to analyze and get feedback on student data to make instructional decisions to support student learning outcomes.

Read Well - First Grade

This course is designed to provide practical strategies for Read Well Instruction. Topics will include an overview of the curriculum, material management, assessment options, small group instruction components, strategies for equity and steps to help students progress. Time will be given to share ideas for classroom management, reinforcement and enrichment. Discussions will revolve around using effective practices including DIBELS progress monitoring, homework pieces, RTI, Accelerated Reader and more. This is a practical course that will help first grade teachers refine their teaching practice.

Reading and Writing

Participants will learn how to implement GLAD Reading and Writing strategies into instruction using an integrated language approach. These strategies provide a print rich, Language Functional Environment. This class is useful for previously-trained and newly-trained GLAD teachers.
Schoology group K8GTN-NMBMT

Right Response Full Certification

Participants will be able to implement learned strategies in prevention, de-escalation and postvention to minimize the likelihood of crisis situations from occurring. Participants will be able to maintain a safe environment for self and others by using learned physical safety techniques

Right Response Re-Certification

This is a yearly re-certification course. Participants will be able to implement learned strategies in prevention, de-escalation and postvention to minimize the likelihood of crisis situations from occurring. Participants will be able to maintain a safe environment for self and others by using learned physical safety techniques.

Course Description

Round Table: New Special Educators Round Table
The focus of this three-part series will be to provide a variety of special education topics to include, but not limited to: What do we need to know about PSD special education programs? How do we case manage? How can we better support special education students?

Running STAR Data Reports
Utilizing STAR, Renaissance, Performance plus reports to dig deeper into student progress to determine intervention impact and or special education services.

Safety First in Internet Land!
Every time you or your students use the internet, information on your activities is collected. Some of this information is used to make your internet experience better, but some is used for less noble purposes. In this training you can learn best practices for you and your students to keep your personal information safe. We will cover FERPA, COPPA, and other laws protecting students in our digital world. Appropriate for any level teacher who has students use computers.

Schoology Assessments
In this course teachers will learn how to create auto-graded tests in Schoology and use them for formative and summative assessment. They will also explore the Schoology rubric tool, and learn to make their own rubrics or rubrics using Common Core Standards or PSD Essential Standards. We will also introduce the Mastery tool, which allows teachers to track student work by standard rather than by assignment.
Schoology course RG7KW-QKDVX

Schoology Gradebook for Elementary Teachers
Elementary teachers who would like to experiment with the Schoology gradebook in one or all of their classes will learn everything they need in this course. We will cover how to set up the gradebook to work well with the PSD report card categories, how to assign work both electronically and on paper, and which tools can help make your work easier.
Schoology course RG7KW-QKDVX

Social and Emotional Learning: Building Foundations and Strategies
This series is designed for educators, administrators, school staff, and other professionals who interact with youth as a means to help them build and improve their understanding of social emotional skills. SEL is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.
Schoology course 6SC4Q-RN7GM

Speech/Language Pathology
Course will include a variety of topics within the field of speech/language pathology. Course will include video and small group discussions with different topics each session.

Course Description

Supporting Linguistically Diverse Students in ELA

This course will focus on supporting the needs of our linguistically diverse student population using AVID and GLAD instructional strategies that specifically target the high expectations of the literacy standards. These strategies can then be transferred to other academic content areas to support student learning. Each of the strategies both covered and demonstrated are high leverage practices that are beneficial for all students.

Supporting Linguistically Diverse Students in Elementary Math

Elementary Mathematics is the critical foundation for students to be successful in future math courses and today's world. Participants will learn how to implement GLAD strategies into their mathematical instruction. The GLAD strategies focus on developing scaffolded and engaging math lessons to support students in using academic language and mathematical practices. This class is useful for previously-trained and newly-trained GLAD teachers.

The Media-Savvy Student:

Classroom Topics to Cultivate a Healthy Relationship with Technology. What can teachers do to help students find balance in the digital world? How can we help students stay aware of the influence media has on their self-image and well-being? What tools can we provide them to help them be safe, responsible and kind when online? Tis course will explore these topics and share resources for lessons you can use at any grade level.

Think in Ink: The benefits of Inking to Improve Thinking and Reflection

This course is designed to give the participant a survey of the many options for students to capture their thinking and learning digitally on their 1:1 device. We will explore Windows Ink Workspace and Microsoft Whiteboard as well as the many possibilities for inking in Office 365 programs. Participants will also learn methods to upload student created work to Schoology for student "gallery walks", sharing and discussion.

Using Schoology to Connect with Families

Using Schoology to connect with families will give attendees instruction in crafting, labeling, and decorating folders, and media albums in Schoology courses and groups. Applicable for Teachers, Office Managers and Administrators, the course will be hands on and attendees will leave with an appealing Schoology landing spot for parents to find info, pics, and much more.

Using Watercolors

This workshop will cover the basics of watercolor painting. There will be a detailed discussion of watercolor materials, (brushes, paper, pigments), an explanation with demonstrations of the various traditional watercolor techniques, such as working on dry paper and wet paper, basic washes, various ways to use the brush effectively, color pigments and water, and line and textures in watercolor. Painting landscape - All skill levels are welcome.

Verbal De-escalation Techniques

Participants will learn advanced strategies in de-escalation beyond the typical Right Response course. Components of this course will include strategies addressing self-care and creating a proactive environment. Participants will also learn reward systems and visuals to assist them in developing systems in the classroom to support student success. 43